



**Mimosa Kids**

Preschool & Early Learning Centre

# **FAMILY HANDBOOK**



If you would like our Family Handbook translated into another language, please notify our Admin team and we will have this arranged for you.

This information is subject to change with short or no notice. Every endeavour will be made to inform families of important information via various communication methods.

Mimosa Kids Preschool and Early Learning Centre is the registered trading name of Under Sixes Pty. Ltd.

Mimosa Kids Preschool and Early Learning Centre is also referred to as Mimosa Kids PELC or Mimosa Kids

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## Acknowledgement of Country

Mimosa Kids Preschool & Early Learning Centre would like to acknowledge the **Gai-marigal people** whose land we live and learn on. We acknowledge their connection to the land, waterways and community. We pay respect to their culture and acknowledge their history. We also extend that respect to Elders or any other Aboriginal peoples who visit our centre.

## Welcome

Our Management and Team Members would like to welcome you to Mimosa Kids Preschool and Early Learning Centre! We are excited to form a wonderful relationship with you and your child as they attend our centre throughout these precious and formative years. We trust that the time spent at our Service will provide rewarding experiences for both children and their families. You are welcome to visit our Service at any time and we encourage you to spend time talking with your child's Educators. We will work towards making the transition to our Service as smooth as possible for both you and your child as we embark on this fantastic learning journey together.

Mimosa Kids is a family owned and run Service privately owned by Erin and Laurence Adney. We have over 30 years' experience in Early Childhood Education and Care, we enjoy playing an active role in supporting our team and ensuring that a high quality of care and education is provided for all children attending the service. Our son Chris Adney is the Approved Provider of the service and works closely with our Director to maintain a high level of education and care.

Our Family Handbook explains imperative information you will need to be responsive of whilst your child is in attendance at the Service.

You are required to read the provided information and encouraged to ask questions to confirm your understanding of how the Service operates.

Mimosa Kids is rated **EXCEEDING** in the National Quality Standards (8 January 2024). A rating of Exceeding highlights that we go beyond the requirements of the National Quality Standard in at least four of the seven quality areas. For more info: <https://www.acecqa.gov.au/nqf/national-quality-standard>



## Service Mission Statement and Philosophy

### MISSION STATEMENT

To provide the highest quality early childhood service for young children in our community that is accessible to all and meets the community's needs.

### SERVICE PHILOSOPHY

At Mimosa Kids, we aim to provide a high quality care and learning environment, which includes both engaging and positive experiences for all young children. Children's holistic development, self-worth and well-being will be fostered in a safe, nurturing and interactive learning environment, where children will be provided with meaningful experiences and opportunities to explore their interests, challenge their knowledge, develop life skills and meet the Learning Outcomes that are outlined in The Early Years Learning Framework.

At Mimosa Kids, we strongly value the importance of play. Play is the foundation of all learning experiences. We implement a range of teaching techniques and methods within the educational programme, to ensure all children's interests, needs, strengths and abilities are valued, documented and used to provide children with individual goals and experiences. These include aspects of the emergent curriculum, developmental records, portfolios and daily planning for outdoor and indoor experiences. The services curriculums are designed to promote the Belonging, Being and becoming of the individual child, which is also outlined in the Early Years Learning Framework.

Mimosa Kids acknowledges the strengths, abilities and cultural values of all stakeholders within our service's community and aim to accommodate the needs and desires of each individual child, their families and the wider community. Mimosa Kids recognises the importance of incorporating indigenous perspectives and learning authentically and respectfully in ways which celebrate our local community's history.

Mimosa Kids believes that a close partnership is built on mutual trust and respect and is essential in providing a high quality service. We value the individual child's family as the most powerful influence to the child's interests, experiences and education, therefore Mimosa Kids sees it imperative to develop co-educator partnerships with families, where communication between educators and the family is continuous and clear. We understand the busy lifestyles many of our families have and therefore will always aim to incorporate different means of communication, so all families are included. We respect and view each individual family as unique, when communicating with families we are sensitive to families culture, religious beliefs and abilities.

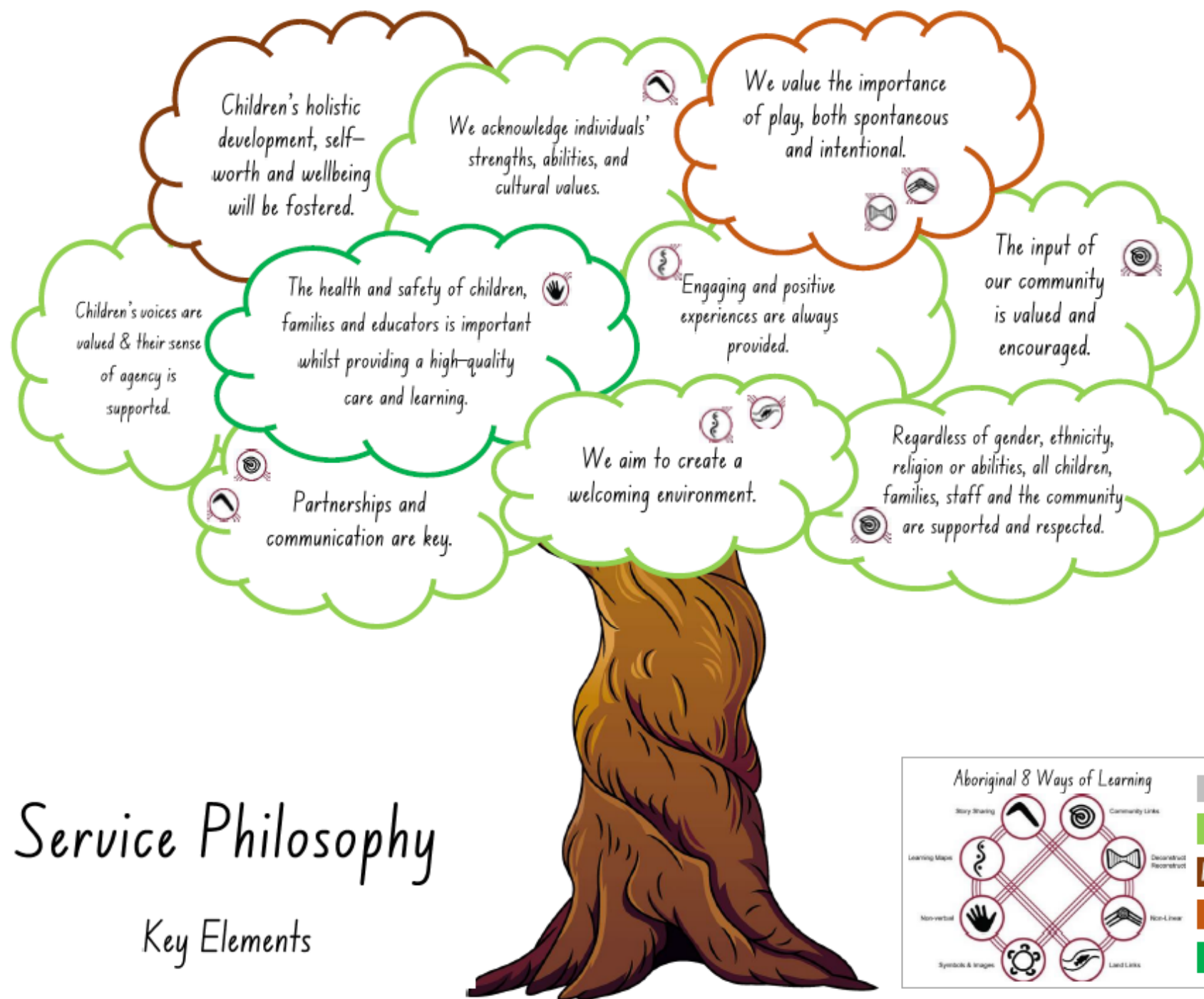
Each individual child and their families deserve the right to learn and are encouraged to develop and grow to their full potential, regardless of their gender, ethnicity, religion or abilities; therefore children with additional needs will be welcomed and catered for within our centre. Difference and individuality amongst Educators, children and families are valued and supported in all interactions, programs and procedures. This is fostered through small group and individual experiences, discovery, play and developmentally appropriate planned experiences. We also recognise the spontaneous unplanned experiences in which families and children, in particular bring to the curriculum.

Our Educators regularly attend training on new strategies, teaching methods, legislation and new regulations and incorporate these within the daily routine in partnership with parents. In valuing the stakeholders within the service, management will collaborate with all stakeholders when organising information evenings on different aspects of Early Childhood Development and Parenting. We welcome all members of the community to these information evenings.

Children, families, Educators, staff, management and the community are all valued as key stakeholders in our service. All stakeholders will continually be encouraged to be actively engaged in ongoing review and modification to the service delivery.

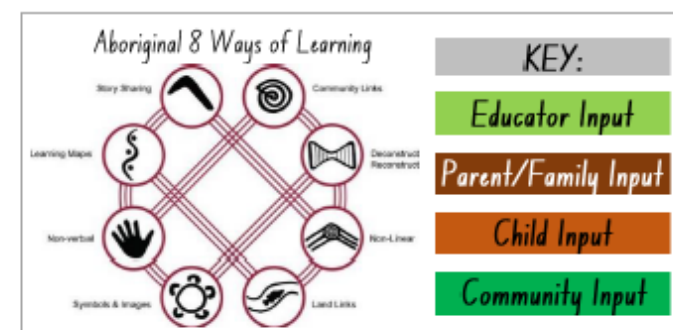
At Mimosa our goal is to always create a welcoming environment for parents, children, staff and the community as a whole.

**Continue to the following page to view the key elements of our Service Philosophy.**



# Service Philosophy

## Key Elements





## Service Details and Contact Information

At Mimosa Kids we are committed to a holistic approach to learning and this is fostered in an environment that promotes and supports all aspects of a child's development. Our Service has Service Approval and must comply with the Education and Care Services National Law 2010 and Regulations 2011, please note copies of these are available to you at our Service at all times.

Our Service caters for children aged 18 months to 6 years old (please note that NSW law requires children to be enrolled into Primary School by their 6<sup>th</sup> Birthday). We are open from 7.30am to 6.00pm Monday to Friday, 50 weeks of the year and are closed on NSW public holidays. We typically close for two weeks over the Christmas/New Year period. Notice will be given in our newsletters when these days occur.

We have 3 classrooms:

- 18 month-3 year old room – **Joeys Toddler Room** – 1:4 and 1:5 educator to child ratio
- 3-4 year old room – **Bilbies Junior Preschool Room** - 1:10 educator to child ratio
- 4-6 year old room – **Kookaburras Preschool Room** - 1:10 educator to child ratio

### Contact Persons:

- Chris Adney: Approved Provider  
[chris.adney@educateandcare.com.au](mailto:chris.adney@educateandcare.com.au)
- Ashleigh Luscri: Centre Director & Nominated Supervisor  
[mk.director@mimosakids.com.au](mailto:mk.director@mimosakids.com.au)
- Rebecca Reeves: Educational Leader  
[mk.eduleader@mimosakids.com.au](mailto:mk.eduleader@mimosakids.com.au)

### Contact Details:

Address: 127 Blackbutts Road, Frenchs Forest, NSW 2086

Phone: (02) 9453 1162

E-mail: [mk.admin@mimosakids.com.au](mailto:mk.admin@mimosakids.com.au)

Website: [www.mimosakids.com.au](http://www.mimosakids.com.au)

Facebook: Search for "Mimosa Kids"

## Fees

### Enrolment Fee & Security Deposit Payment

- The service does not charge an enrolment fee.
- The service requires families to fill out direct debit details upon enrolment.
- A bond consisting of 2 weeks' full fee is to be paid in order to hold a child's position at the service. It needs to be paid in full before the child/ren start in the service.
- The Bond payment will be refunded back to families within four weeks of the child leaving the service, subject to their account being fully paid AND 2 weeks written notice is received by the service. The time delay allows the service to reconcile all CCS subsidies before finalising the account.
- If there is a change in enrolled days, the bond held will need to be increased or refunded (either by a credit to the account or a bank transfer).
- At the end of the year when the service is processing re-enrolments, there may be a change in the bond due to days enrolled or a change in fees per room. The parent will be notified of any changes be it increase or decrease to the bond at this time.

### General Fees

- Fees are charged on a daily basis at the current room rate. You may receive a fee reduction via the Child Care Subsidy (CCS) – this is between the family and Centrelink.
- Fees must be paid on the due date stated on the invoice.
- Fees are to be paid fortnightly through a direct debit system.
- Fees are payable for every day that a child is enrolled at the service. This includes public holidays, sick days and family holidays. This excludes periods when the service is closed during the Christmas/New Year break, these dates will be made available to you in advance.
- Fees are charged at full days only (no matter what the attendance hours are).
- Casual/extra days may be offered to enrolled children if available, at the service Directors discretion and within the Service's license. Casual days will only be available if families current account is up to date.
- Child Care Subsidy (CCS) is available to all families who are Australian Residents. To find out about eligibility, families must contact the Family Assistance Office.
- Child Care Subsidy can only be received as a reduction of fees through the service.
- The Child Care Subsidy is credited to parents/guardians accounts (the accounts they hold with our service) when received from the Government, this can take up to 7 days and may impact parents/guardians statements.
- All Child Care Subsidy's (CCS) must be determined by and arranged through the Family Assistance Office NOT the service. Please call Centrelink on **136 240**.
- The service has no control of what CCS subsidies the parent receives. If Centrelink does not pay CCS as per what was expected, the parent will need to pay what falls due on their account and follow up with Centrelink. Generally any discrepancies are paid directly to the parent after any issues have been resolved.
- There are also times when the CCS on a parent account is backdated, and it will leave the parent account in credit or debit. This again is not controlled by the service. Any amounts that become due will be payable by the parent. Any amounts in credit will be refunded to the parent (even if the parent has left the service).

#### Payment of fees

- Fees are set up using the service's direct debit system (EZIDEBIT) with options to pay fees by direct debit or credit card.
- The service accepts VISA, MASTERCARD, AMEX and DINERS credit cards.
- Families will be issued with an invoice via email on a fortnightly basis in accordance with the fee payment and Regulatory requirements.
- A **dishonor fee** of \$9.90 will apply for direct debit transactions where there are insufficient funds. If this occurs the service may contact the family to determine when funds will be available in the nominated account or to set up a payment plan.
- When funds are not available, the service may contact the family to determine when funds will be available to be withdrawn.
- If fees are not kept up to date a **5% Late Payment Fee** will be added to all unpaid invoices after a 7 day grace period.
- A **Stop Payment Fee** will incur \$25. A stop payment is when a parent/guardian authorises their bank to stop their direct debits from being automatically taken from their nominated bank account.
- Other charges apply. Please see table below:

	Direct Debit (from Bank Account)	Visa/MasterCard	Amex/Diners	Manual Handling
Transaction Fees	No Charge	1.87%	2.7%	\$9.90

### Financial Difficulties

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the service Director. An acknowledgement of the payment plan and terms and conditions will need to be signed by the family. If a payment dishonors, the full amount of the account will need to be paid before the child/rens placement resumes.

### Failure to Pay

- If a family **fails to pay** the required fees on time, a reminder email will be issued upon the service receiving notification of the decline. An email will be issued stating that the total owing will be debited from the nominated account in the next scheduled fee payment.

#### Steps in place for failure to pay fees

- A child's position **will be suspended** If payment has not been made after two weeks, to which the family will be notified of the suspended position.
- If families are **experiencing difficulty maintaining weekly fees**, then a discussion will be had to determine if the current days the child attends needs to be cut back to ensure payments can be successfully met each fortnight.
- A child's position **will be terminated** if there is no effort from families to pay the outstanding payment. The family will receive a final email terminating the child's position. At this time if required the service will initiate its debt collection procedure. Any fees or charges incurred by the debt collection agency will be on-charged to the family.

### Late Fees

Please be aware the service closes at **6:00pm** sharp. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

Please ensure you arrive to pick up your child no later than **5:50pm** to ensure you have time to collect all their possessions, discuss their day with an educator, sign them out and leave the premises before our close time of **6pm**.

If you know you are going to be late to pick up your child, please kindly notify the Service as soon as possible or make arrangements for another authorised person to pick up the child.

The late fee is **\$20 for every 15 minutes** or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the centre until all children are collected. Please be mindful that our educators have their own family life and activities to attend to out of service hours.

A review of your child's enrolment status will occur where families are consistently late.

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

#### Change of Fees

- Fees are subject to change at any time with a minimum of two weeks written notice given to all families.

#### Termination of Enrolment

- Families are to provide a minimum of two weeks written notice of their intention to withdraw a child from the service. All fees must be paid up to the end of the notice period.
- If termination from the service is required without notification, families will lose their Child Care Subsidy resulting in the payment of full fees to be charged. This is not at the discretion of the Service and is a Government Regulation.
- Parents/Guardians are urged to speak with the Service Director about their child's last days of attendance to ensure the family receives the subsidies they are entitled to. If the child does not attend their last days of care (for any reason) they will be invoiced and charged the full session rate without any government subsidies applied.

#### FEES/PRICING (10<sup>th</sup> July 2023)

Our Fees are based on the age of the child due to child to educator ratios. Full Daily fee is before any Child Care Subsidy reductions. Our full fees are as follows:

Age	Full Daily Fee
Joeys Room (18-24 months)	\$157.00
Joeys Room (24-36 months)	\$150.00
Bilby & Kookaburra Room	\$140.00

**Casual/extra days (based on availability and at discretion of the director):** Families will be charged the same full fee as a permanent day.

#### The Child Care Subsidy (CCS)

- The Child Care Subsidy (CCS) may be available to families who are Australian Residents. To find out about eligibility, you must contact the Family Assistance Office.
- On enrolment we will need a CRN for yourself and your child, so we can confirm registered attendance and ensure that you are receiving the maximum entitlement. You can access your CRN numbers through Centrelink via your My Gov account.
- All child care subsidies (CCS) must be determined by and arranged through the Family Assistance Office NOT the service. **Please call Centrelink on 136 150.**
- Please note that CCS is based on a Government approved hourly fee, not on our Services fee. Therefore, it can be complicated to work out what your reduced fee will be. **Please contact Centrelink on 136 150** to confirm how much your weekly fees will be after CCS is applied.

To find out the latest information about the child care subsidy please visit:

<https://www.education.gov.au/ChildCarePackage>

### Allowable Absences (for rebate purposes)

You will continue to receive the CCS for any absence from approved care your child attends for up to **42 days per child per financial year**. Please note that if you go over the 42 days or are not eligible for CCS, full fees must be paid. This is imposed by Centrelink and records are kept by them.

Families can access additional absences if the Australian Government have declared a Local Area Emergency in their service's Local Government Area.

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). This can also be viewed on any of your Mimosa Kids statements.

### Waiting List

Our service aims to provide families an introduction to our centre that is fair, equitable and in an unbiased manner. Our waitlist works on a first come – first serve basis. However it is a condition of the services continued approval for the Child Care Subsidy (CCS), that our service must comply with Family Assistance Law. In the event that our service is running at full capacity, priorities will be given to the children as follows;

*(Excerpt from "Priorities of Access Guidelines for Child Care Services)*

*When filling vacant places, a service must fill them according to the following priorities:*

- **Priority 1** – a child at risk of serious abuse or neglect
- **Priority 2** – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test
- **Priority 3** – any other child.

*Within these main Priority categories, priority should also be given to children in:*

- Aboriginal and Torres Strait Islander families
- families which include a disabled person
- families which include an individual whose adjusted taxable income does not exceed the lower income threshold of **\$43,727 for 2015-2016** or who or whose partner is on income support
- families from a non-English speaking background
- socially isolated families
- single parent families

*Note: Where a service is funded by an employer to provide child care solely or primarily for the children of the employer's employees, the service may give priority to those children.*

When a parent enquires about the Service we add their name and details to our waiting list. If you feel a priority should be given to your family under the priority access guidelines, please speak to the Nominated Supervisor immediately, if they are not yet aware of your circumstances.

The Enrolment form is only handed out once placement has been achieved. Priority is also given to children already attending the Service for extra days before new enrolments are accepted.

Only the Director/Nominated Supervisor may give placement to a family.

## Quality Assurance and Complaints Handling

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

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as our Regulatory Authority the NSW Early Childhood Education and Care Directorate.

We are continually examining our practises and seek to improve the service we provide to children and families. If you have ideas for improvements you would like to see implemented, please talk to our Director or one of your child’s educators.

If a parent or family member has a complaint, the first line of action would be to discuss this with your child’s Room Leader. If a suitable solution is not worked out, the next step would be to discuss this with the Director and/or Approved Provider. Families have the right to contact our state regulatory body if a complaint/grievance relating to a regulatory requirement has not been satisfactorily resolved. However, we are confident that we’re able to amicably resolve all concerns at a Service-based level.

If a family has a grievance which is of a serious nature, the Nominated Supervisor is required to, and will report the complaint to the state regulatory body within 24 hours of the complaint being reported. To contact our Regulatory Authority, please refer to the contact details displayed at the front of the centre.

A full copy of our *Grievance, Concern & Complaints Policy and Procedure* is available to you at the office, please ensure you read and follow the steps in this policy to ensure any concerns or grievances can be amended by our dedicated team as swiftly as possible. We are also happy to e-mail you any policies you wish to view.

## Authorities

### Australian Children’s Education & Care Quality Authority (ACECQA)

ACECQA is an independent statutory authority. They provide national leadership in promoting quality and continuous improvement in early childhood education and care.

Contact Details: [www.acecqa.gov.au](http://www.acecqa.gov.au) or 1300 422 327

### Department of Early Childhood Education (DoE)

The NSW Department of Education and Communities connects all stages of education, from early childhood through to tertiary education. It also incorporates agencies, facilities and programs that provide support to targeted groups in the community.

Contact Details: [education.nsw.gov.au](http://education.nsw.gov.au) or 1800 619 113

## Absences

As mentioned earlier all absences are required to be paid for in full. This includes but is not limited to:

- Public Holidays
- Sick Days
- Family Holidays

- Exclusion periods (such as being sent home sick/inconsolable, not being allowed to return due to exclusion)
- Any other reason

If your child is to be absent, parents are asked to notify the Service as soon as possible (no later than 9am on the day of attendance), and inform the Service of the estimated length of absence. Please let the Service know if your child is ill with an infectious disease or is displaying any other symptoms of being unwell to allow staff to keep an eye out for similar symptoms in other children.

## Casual Care & Swapping Days

Our Service offers additional casual days if there is availability, please speak to the Centre Director if you wish to pick up extra casual days. Casual days are charged at the usual fee per day and added to your statement. We do not offer swap-days.

## Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. If you wish to view your child's enrolment information we can supply this for you with written notice.

## Service Policies and Procedures

You have access to our Service policies and procedures at all times. A copy is located at our office entrance and can be emailed to you upon request. We expect our staff members, family members and visitors to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management approve them on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for team member and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

## Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the security deposit.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated supervisor or Director of any changes to enrolment information including:

- Address'
- The health of your child (including changes to medication)

- Telephone/mobile numbers
- Contact details
- Family changes
- Authorised Nominee/Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and up to date Immunisation History Statement. Parents must notify the Service if there are any Court Orders affecting the care or custody of their children and a certified copy is required for the Service. Without a Court Order we cannot stop a parent collecting a child.

### Change of Details

It is essential to let the Service know as soon as possible if any details such as address, phone numbers, allergies, and collection authorities etc. have changed. These will need to be adjusted on your child's enrolment form and are vital in case of emergency situations. We require these changes in writing (an email to our Director).

## Goals for your child at our Service

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

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

During your child's time at our service we will provide opportunities for your child to grow and develop based on the outcomes in the Early Years Learning Framework which include:

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

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators. Upon enrolment we ask parents/guardians if they have any specific goals they would like their child to work towards throughout the year, you will find this form in your enrolment pack.

## Programs and Routines

A growing body of international research emphasizes the importance of a holistic approach to Early Childhood Education. For this reason, our educators aim to incorporate a teaching practice that focuses less on the older traditional milestones of academic development, and more on the complete



physical, emotional, social, creative, cognitive, linguistic, psychological development and wellbeing of each child. This is achieved via the guidance of the Early Years Learning Framework v.2 (EYLF) which informs and underpins the educational program and practice at our service. The EYLF is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

Our educators are committed to providing a high-quality educational programme that caters for the needs, interests and abilities of all children. When programming, educators will look at each child in a variety of contexts including:

- as an individual
- as a member of a group
- as part of a family
- as a capable member of a society with a cultural background

Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs. Educators will assess children's well-being, interests and developmental progress, in order to plan for each child and evaluate the programme and to see if goals and objectives are being achieved. These observations allow staff to set further individual goals, devise strategies to achieve these goals, keep track of each child's progress, and plan appropriate experiences for further learning and development. Please speak to your child's focus educator for any information on your child's development.

We encourage children to enrich their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a more comprehensive and holistic view of each child.

We acknowledge that children learn effectively through play, this is supported by educators who are diligent in their responsiveness to each child. Furthermore, our play-based programs and the environment are carefully arranged so that children have access to a range of resources that challenge them to develop new skills or practice recently acquired ones. Our educators aim to offer children an authentic and meaningful learning environment which challenges, supports and nurtures each child's development.

Principal learning areas encompassed by our programs Include:

- ✓ Physical Health and Movement Skills (including Munch and Move)
- ✓ Social and Emotional Development
- ✓ Self-help and Resilience
- ✓ Cognitive Development
- ✓ Communication, Language and Literacy
- ✓ Mathematics and Science
- ✓ Environmental Sustainability – Connecting to our World
- ✓ The Arts- Music and Movement, Drama, Visual Arts etc.

Children have the opportunity for both indoor and outdoor play as part of our room's routine. Routines allow time for individual, small and large group play, mixed age group play and offer structure and a sense of security for young children. Our class routines are flexible and allow our educators to be

responsive to the needs of our children, you can view a copy of your child's room routine in their classroom. You can also access group and individual observations about your child via our online programming platform, Appessment. More information about Appessment is provided for you in your enrolment pack.

## Early Years Learning Framework V.2 (EYLF)

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

### Belonging

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

### Being

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

### Becoming

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

In each room beside the sign in desk, the EYLF Learning Outcomes are displayed. It is here that you can see how each outcome is focused on a different theme and then broken down into smaller goals. It should be noted that it is more likely that a child will work towards a goal for an extending amount of time. They will use different methods and techniques to come to the same outcome. It is only then that a child's understanding will be strengthened, when they can explore it for themselves and implement their own ideas. Educators are always on hand to guide children and assist if needed.

### Early Years Learning Framework Learning Outcomes:

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

## Appessment

Appessment is the online programming tool that we have found suits our Mimosa Kids community of children, families and educators best. This program allows you to view your child's documentation in

real-time as it is uploaded by educators. In your online enrolment form you will be asked to accept the use of Appassessment for your child's learning documentation. Once you have accepted, you will be able to view all your child/children's documentation, print and save it!

## Parent and Family Participation

Our Service has an open door policy and actively seeks and encourages families to be as involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and/or sharing skills & experiences that the children and the program will benefit from.

We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, Facebook, Newsletters, online programming platform and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

### Family Skills, Interests and Talents

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

### Your Occupation or Hobby

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

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

### Your Home Culture or Ancestral Background

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

### Reading (especially good for grandparents)

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

### Recyclable Items

We are always on the lookout for recyclable items to use in crafts and other activities. Empty food containers, ribbons, wrapping paper, towel tubes paper or anything interesting from your work or home is much appreciated. We have a 'mixed recycling bin' at the entrance to the service where you can donate your recycled items to be reused.

### Special Events

Our Service organises special events throughout the year, we welcome volunteers and visitors to the Service at these times. You can stay up to date with Service Events by accessing our Calendar section on our website, additionally you may be notified via our Facebook page, our app/online programming platform, Newsletters etc.

## Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Newsletters, Facebook and our Noticeboard
- ✓ Phone calls
- ✓ Emails
- ✓ Face to face
- ✓ Appassessment (online documentation platform)
- ✓ Family Input Forms via Appassessment
- ✓ Parent-Educator Evenings
- ✓ Informal and Formal meetings

## Communication Pockets

Class pockets are located on the wall on each child's room. These pockets are for the day-to-day use and are mostly used by the children and other families.

We ask that parents not put personal information or advertising in the pockets unless given permission by the Authorised Supervisor. This is to respect the rights of all our Families.

Party invites also must be OK'd by centre staff before being placed in the pockets.

So please glance at your pockets daily to see there is any information waiting for you.

## Arrival and Departure

**What to do on arrival at the Service:**

- On arrival sign your child in immediately
- Hand any medication to your child's Room Leader or educator and fill in appropriate forms to be checked by an educator
- Say hello to at least one staff member (preferably an educator from your child's room)
- Place any dummies, comforters or nappies in their designated areas.
- Settle your child in and say goodbye to them and an educator, **or** alert an educator that you need to go so they can assist you in settling your child.

**What to do on pick up at the Service:**

- Sign your child out immediately
- Collect your child's bag and belongings
- Collect any medication and sign medication forms
- Sign accident reports where necessary
- Please encourage your child to tidy/pack up the area they were playing in before leaving, this not only reinforces what we have been teaching your child but also shows respect for other Service users and your child's educators
- Say goodbye to at least one staff member before you leave

The parent or their representative is responsible for completing the Attendance Record by noting the time the child arrived or left and then signing their name. It is extremely important that this is completed on each arrival and departure as this record is used to determine which children are in

care in the event of an emergency situation such as a fire. It is also a record for DEEWR and can affect your CCS.

When entering or leaving the Service, please make sure that the child safety gates have been closed properly. Please discourage your child or older siblings from opening gates themselves and/or swinging or hanging on the gate. Siblings need to be supervised by you during this drop off and pick up time. **Never allow someone else's child through a gate or through the Services exit doors. Please politely tell them to wait for their parents.**

Please ensure you closely supervise your children during pick up and drop off times to ensure they are not running through the service, playing with activities or accessing areas set-up for later use. Furthermore, please encourage your children to continue to follow classroom and Centre rules whilst they are under your care within the Service. We do encourage you and your child to spend time in the service together (eg. reading a book together) so long as the classrooms, toys and equipment are returned to their original state before you leave.

**Drop off Time:** No earlier than 7:30am. **Pickup Time:** 6:00pm (however we ask that all families arrive no later than 5:50pm to ensure they have time to collect their child, their child's belongings, sign them out and speak with an Educator about their child's day before exiting the premise at 6pm).

**No child will be permitted to leave our Service with a person who is not stated on the enrolment form as an Authorised Nominee (pick-up person), unless prior arrangements are made with the Nominated Supervisor.** People who are not visually recognisable to the educator present will be asked to produce Photo ID and the child's codeword, we understand this can be frustrating at times but please keep in mind our educators are doing their due diligence and ensuring the safety of many children in their care. We thank you for your patience and support in this matter.

## Preparing your child for their time with Mimosa Kids

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member at least once before their start date. This gives you and your child the opportunity to meet and speak with your child's educators, gain an understanding of our program, the layout of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period. During your orientation a team member will discuss important things about our Service with you and ensure all the correct paperwork is in place for your child's start date.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit. If you would like to take photos in the service please keep in mind that our Photography and Videography Policy applies so please speak with our Director first.

We suggest purchasing the following books you can read to your child prior to starting. *'Preschool Day Hooray'* By Linda Leopold Strauss, *'Maisy goes to Preschool'* by Lucy Cousins, *'What to expect at Preschool'* by Heidi Murkoff and *'I love you all day long'* by Francesca Rusackas.

## Settling In

Every child is unique but in our experience it generally takes around 6-8 weeks for your child to settle into their new routine and feel comfortable and confident in their new environment. Of course, for a

lot of children this will happen a lot sooner and for some it may take a little longer, but our educators will attempt to communicate constantly with you about their progress. Communication between home and the service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

### Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it difficult to settle until their parents have gone. What works best is a set routine so please talk to an educator about establishing a 'goodbye' routine during the orientation process so both parties are prepared and know what to expect on your child's first day. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Please do not sneak away from your child. We know it can be tempting to slip away while they are happily engaged in an activity, however this can lead to lots of unnecessary stress for your child who feels they have been abandoned. Please make an effort to say goodbye to your child in a calm, confident and reassuring manner even if this means the waterworks will begin to flow. Rest assured that we will call you if your child is overly distressed and is unable to settle in an appropriate timeframe.

We know the settling in period can be a heart wrenching time and trust us when we say you can call us at any time; you really can and we promise it won't bother us at all!

## What to bring to the Service

### Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings but small enough to fit in the designated bag spaces (you will be shown these at your orientation).

### Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by themselves. If your child needs assistance putting their shoes on and off please keep in mind that your child's educator is helping a whole class full of children so again, their shoes must be simple to put on and off.

All clothes should be Preschool-appropriate in that they are not precious and are able to get potentially wet, dirty or stained throughout the day... we have A LOT of playing and exploring to do!

Thongs are unsuitable and are **NOT** to be worn to the Service. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing

such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet.

We require all t-shirts to have sleeves and cover your child's shoulders, stomach and back. Hats may be broad brimmed (preferred), flap-hats or bucket hats that provide good sun safety are essential. When you enrol at the centre your child will receive their own Mimosa Kids wide-brimmed hat.

### Spare Clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag...just in case! If your child is toilet training then please pack extra sets of undies and pants as well as socks and shoes.

### Comforters

Your child is welcome to bring a security blanket/item that soothes them. This may include a dummy, bottle, soft toy, book or blanket etc.

For children aged 18 months-3 years a comfort toy may be useful for the settling in period and for rest time. Where possible families are encouraged to pack their child's rest comfort toy into their child's sleep bag. This way children are not distracted by their toy during the day but educators have access to it if required.

### Bedding

A clean set of cot sheets is required each day if your child sleeps or you wish for them to sleep. Please ensure your child has a fitted cot sheet and a blanket or top sheet packed. Alternatively, our service sells sheets that not only fit our stretcher beds perfectly, but also give more independence to the child as they are easily able to make their bed. These sheets are available from the office for \$20 at any time. If your child does not sleep, please provide a pillowcase & your child will have a rest on a pillow and mat.

### Label Everything

Please ensure ALL items brought to the service are clearly labelled with your child's first and second name. This helps educators identify children's belongings and helps reduce the volume of belongings in our Lost Property.

## Lost Property

- A lost property rack is located within the service that families have access to at all times.
- Educators will endeavour to find the owner of each lost item according to the name tag.
- Each month the items in Lost Property may be donated to charity or used as Spare Clothes within the service.
- Educators will work to prevent the loss of children's clothing and belongings. Reasonable steps include:
  - Labelling children's clothing or items with a permanent marker if they are brought to the service unmarked or without a clear label.
  - Ensuring articles are put away through the day.
  - Encouraging children to store their shoes on a shoe shelf or designated area with socks tucked inside.
- Families should advise their child's room educators of missing belongings immediately.

- Educators will endeavour to locate missing items within the service at an appropriate time (this may not be upon pick-up as educators must continue to supervise the other children in their care). A sign will be posted if necessary to advise other families.
- Children are encouraged to take responsibility of their own clothing and belongings by learning to tuck their socks into their shoes and place them in the appropriate area, hang up their hats and jumpers in an appropriate area etc. We ask families to encourage these habits at home as well to build self-help skills and further prevent the loss of children's clothing and belongings whilst in care.
- Unfortunately the occasional loss of an item or two will happen. Sometimes the lost item will turn up after being hidden in the play-kitchen by a child, another time it may have accidentally gone home with another family, but sometimes these items seem to disappear into thin air! Whilst the service will take every reasonable step to locate the missing item, the service will not replace or reimburse families for the loss of any clothing or belongings.
- Any grievances or concerns relating to lost, damaged or stolen property of children will be managed in accordance with the grievance and complaints procedure.

## Treasures from Home

The Service has an abundance of toys and resources. We ask that children do not bring in toys or special things from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

Our Bilby and Kookaburra classrooms offer News Time as a part of their programs. Your Child's room leader will give you information regarding what is appropriate for News Time and what is not as each classroom will have a slightly different News Time structure.

## Behaviour Guidance

Educators follow a *Behaviour Guidance Policy* which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please refer to our Policy and Procedures book or chat with one of our educators.

## About Play

*"When you asked me what I did in school today and I say, 'I just played.' Please don't misunderstand me. For you see, I am learning as I play. I am learning to enjoy and be successful in my work. Today I am a child and my work is play."*

*Anita Wadley, 1974.*

### The Importance of Play:

Research has shown that children are active learners, who learn best through play. Play is essential for a child's brain development and is integral to a child's understanding of one's belonging and being, developing in confidence, physical and social skills, language and communication skills.

At Mimosa Kids we recognise the importance of play inside and outside, and the value of children taking risks within their play. As a service, we endeavour to ensure play experiences are purposefully planned and spontaneous. Educators ensure play spaces and experiences cater to each child's age, interests, ability and needs, and allow each child to experience singular, small and large group play, where each child is given the opportunity to engage with different social roles and types of play, for example; solitary and associative play.



Outside play will take place in a range of weather conditions including cold, hot, rainy and fine days. During extreme weather the children will be kept indoors or be able to utilise our ground-floor all-weather undercover playground. Please ensure you provide weather appropriate clothing in your child's bag to ensure they can be dressed appropriately for the weather conditions they will be playing in.

### Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play. At our service we practise 'Munch and Move Fundamental Movement Skills'. These are movements that the NSW government deems the most important to compete all other movements in daily life. We endeavour to include these regularly into our outdoor program as to provide every child the opportunity to acquire them.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development
- Develop a love for movement, physical play and incidental exercise
- Develop fundamental movement skills

### Risky and Messy Play

Children at Mimosa Kids will be given the opportunity to 'get messy' during their daily play. Our service recognises the importance of giving children opportunities to explore using their five senses. During messy play, children can mould and manipulate new and familiar resources as they grow and develop their skills and minds. An emphasis on the journey of learning, rather than the finished product allows children to experience individual and authentic discoveries about the world around them. Painting smocks are available at the service for use and children will be encouraged to wear them when appropriate. However, children will not be forced to wear smocks during messy play as this can prevent them from fully immersing themselves in the program. Please ensure your child is dressed appropriately in play clothes that are able to get messy throughout the day.

*"To mess about is to play with something and it is through play – which is part of the creative process – that children learn and develop" (Duffy 1998).*

At Mimosa Kids children will also be able to involve themselves with risky play. Risky play can include activities such as running, climbing, sliding and jumping from a relatively significant height. Children who are risky in their play are developing the ability to assess risks, manage situations, extend their limits and learn life skills. Educators will guide children through this type of play, ensuring the physical environment is safe and developmentally appropriate.

## Sustainability

Our service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with developmentally appropriate simple skills and knowledge required to become environmentally responsible world citizens.

## Rest and Sleep

Our service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of a child's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax and recharge their bodies. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our service will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements. Where possible our service will attempt to accommodate each child's and family's preferences for rest, sleep and clothing to the extent they are consistent with our policies and regulatory and legislative requirements.

Some families may not wish for their child to sleep while they are at the service. Our educators must ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children (Regulation 81 and Standard 2.1 - Element 2.1.1 of the NQS). This means that if a child is showing cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, asking to go to sleep, decreased ability to regulate behaviour and seeking comfort from adults), they will be offered a bed. If a child whose family does not wish for them to sleep does fall asleep at the service, an educator will gently attempt to rouse them from their sleep after ½ an hour or may allow the child to sleep for a period they believe is in the best interests of the child's health and wellbeing. Educators can provide alternate quiet and restful activities for children during rest/sleep time if they do not wish to sleep or upon waking.

## Nappies, Toilet Training and Toileting

Our service supplies sudocream when required. If you wish for us to use a nappy-cream brought from home please speak with an educator to receive the necessary information and form to be signed.

Please speak with your child's educator if you believe your child is ready to begin toilet training. Our educators aim to work in partnership with families to establish a toilet training plan/routine for your child before training begins.

Please ensure your child practices Toilet Training at home for at least two full days (such as a weekend) before attempting their first toilet training day at the service. This will promote positive and successful transition to toileting at the service.

If you are not sure if your child is ready to be toilet trained please speak with one of their educators who will be able to help assess your child's readiness. Please be aware that children may not be able to be enrolled into the Bilbies or Kookaburras room if they are not toilet-trained due to staff ratios and classroom facilities. This does not include sleep/rest time nappies.

Remember to pack lots of extra clothes (especially undies, pants, socks and a pair of extra shoes) if your child is toilet training!

All soiled or wet clothes will be placed aside for your collection at the end of the day to be laundered at home. Please note that particularly soiled undies, such as in the case of diarrhoea, may be disposed of by the service.

## Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that jelly-cups, ice-blocks or homemade cupcakes are provided as this reduces the major allergy risks associated with most other cakes. Families are required to discuss cake/celebratory food options with educators prior to the celebration. If you have made cupcakes or a cake to share with your child's class, please ensure you include a list of all ingredients, so that we can ensure any children with allergies are given an alternative.

## Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff members will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 15+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately. If your child has a sensitivity to the Service's sunscreen you will be able to provide their own that will be kept in a locked cupboard in their classroom.

### Sun Hats

Upon enrolment, your child will be given a Mimosa Kids bucket hat as part of their enrolment. An appropriate sun-safe hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

Appropriate hats include:

- Bucket hats with a deep crown and brim size of at least 5cm (adults 6cm).
- Broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm).
- Legionnaire style hats (flap-hats).

Children without a sun-safe hat are required to play in an area protected from the sun (e.g. under shade, veranda or indoors) or will be provided with a spare hat for the day. Families will be notified that their child must have an appropriate hat to play in each day and must ensure their child has an appropriate hat to attend the service henceforth.

### Appropriate Clothing

As well as being appropriate for messy and physical play, clothing must also be sun safe. This means that children should be dressed in clothing that covers their shoulders, stomach and back. Spaghetti strap or shoulderless shirts/dresses are not considered sun safe clothing.

## Illness and When to Keep Your Child at Home

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

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

- A runny, green nose **or** a persistently runny nose
- Suspicious cough
- High temperature
- Diarrhoea (in the last 48 hours)
- Red, swollen or discharging eyes
- Vomiting (in the last 24-48 hours)
- Rashes
- Irritability, unusually tired or extremely lethargic

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

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

Your child **can not** attend the Service if they have had Paracetamol or Ibuprofen (eg. Panadol or Neurofen) within 24 hours for a temperature or any other ailment. This is because these medications can mask symptoms of other contagious illness. Furthermore, we ask that parents ALWAYS tell an educator if their child has been medicated recently to prevent a potential overdose should educators re-administer a dose of medication not knowing the child has already been medicated.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Service as to whether or not an exclusion period applies and/or if you will need a Doctors' certificate before your child returns.

*Please refer to our Incident, Injury, Trauma and Illness Policy as well as our Administration and Storage of Medication Policy in full for more details.*

## Infectious Diseases

We are guided by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with various diseases/ailments. To view our [Control of Infectious Disease Policy](#) which includes exclusion periods for various diseases, please click on the policy name. Please inform an educator if your child has any of the illness listed in this policy so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

### Exclusion Periods:

Diarrhoea & Vomiting (Gastro) – 48 hour exclusion

Vomiting – 24 hour exclusion

High temp (38+) – 24 hour exclusion

Head Lice – exclude until lice is treated & no live lice are present

Conjunctivitis – exclude until all gunk is clear or until at least 24 hours of medication has been applied

## Immunisation

Since 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

From 1 January 2018 children who are unvaccinated due to their parent's conscientious objection will not be able to be enrolled in childcare in NSW. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule will still be able to be enrolled upon presentation of the appropriate form signed by a medical practitioner.

Please note that we only accept Immunisation History Statements from the Australian Immunisation Register (ACIR). You can obtain your child's ACIR Statement in the following ways:

- Online - through [MyGov](#) once an account has been created.
- [Medicare Express Plus App](#) - once a [MyGov](#) account has been created.
- Over the counter - at a [Medicare Service Centre](#).
- Phone – call ACIR on 1800 653 809.

If your child has been immunised overseas you will need to visit your GP or immunisation provider to have your doctor record previous immunisation to the **Australian Immunisation Register** in order to provide it to the Service. Please note that only children fully immunised according to the Australian childhood immunisation schedule are eligible for child care benefit and family tax benefit.

**Note:** We have a 24 hour exclusion period after a child has had an immunisation.

## Medication

Our Service has a very comprehensive *Administration and Storage of Medications* Policy. It is essential that you read and understand this policy and the Service's procedures regarding this matter.

It is recommended you contact and discuss any medication needs with the Service beforehand to ensure you get all the required information from your Doctor/Pharmacy to avoid the frustration of being refused a medication request on arrival at the Service. This Policy has been added to your enrolment pack for your convenience.

## Allergies and Asthma

There may be children attending our service with life threatening allergies. Please adhere to the "Allergy Aware Service" signs posted around our service. Please do not bring any foods onto the service premise and ensure you and your child wash your hands and face after eating breakfast before coming to the service each day.

It is vital that we are aware of any allergies or asthma your child may have. Families are required to notify the Service of any allergies or asthma on the enrolment form as well as provide us with the additional paperwork from their Doctor\* and supplementary paperwork required for the service as

dictated by the Early Childhood Education and Care National Regulations. The Service has a procedure that our staff members follow to minimise allergic reactions.

\*The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. You may already have an Action Plan completed by a Doctor but will be required to complete another one should it be different to the Service's template. We understand this can be frustrating but it is a necessary process in order for us to provide the highest quality of care for your child and ensure our paperwork is consistent throughout the service. All Action Plans are to be updated annually or more frequently as requested by the service or a Doctor. The Centre Director will provide you with more details during the enrolment process to assist you with this additional paperwork.

## Accidents

The nominated supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will also be filled out for all other accidents, injuries and illnesses. This will contain details of the accident/injury/illness, any first aid that was administered, and be signed by an educator, the Nominated Supervisor and by the parent. Please ask an educator to make a photocopy of the document should you wish to keep a copy too.

## Broken/Fractured Bones

If your child has suffered a broken or fractured bone and are required to wear a cast, sling or crutches whilst at the centre, we require in writing from their doctor that they are fit to return to the centre, with no restrictions on their activities. If there are restrictions on their activities, the child's parent may be given permission to put in writing that they agree to their child returning to the centre, despite the restrictions given by their doctor (this is determined on a case-by-case circumstance).

## Emergency Drills

Throughout the year the Service is required to hold emergency drills which can occur at any given time throughout the day. These are carried out in a calm, well-organised and orderly manner. All emergency procedures and site plans are displayed in every room.

## Child Protection and Children's Safety

Every staff member at Mimosa Kids is a mandatory reporter. This means that all staff members are required by law to report any suspicions of child abuse to the Department of Community services. All employees must undergo a Working With Children Check and our service is required to have at least one team member present at all times who:

- ✓ Holds a current and approved CPR training certificate
- ✓ Holds a current and approved Asthma and Anaphylaxis training certificate
- ✓ Holds a current and approved first aid training certificate
- ✓ Holds a current and approved Child Protection training certificate

To assist with the safety of all children all family members and visitors are asked to adhere to the following:

- Never leave children unattended in cars while collecting other children from the Service.

- Streets with frequent car flow are dangerous places for children- always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open or allow someone else's child access through doors or gates.
- Never leave your children unattended in a room- always approach and leave them with an educator.
- Do not allow your child/ren to operate the main entrance gate at the Service.

## Professional and Personal Relationships with Families

Our Service heavily discourages staff members from adding/friending/following/joining families of the Service to their personal social media accounts such as Facebook, Instagram and Twitter.

Families are asked in our *Social Media Policy* to respect that staff members may have a personal policy of not adding/following/friending/joining families due to their professional philosophy and/or due to the Service's Policies on this matter. You can show respect to our team members and the Service by not asking/inviting/requesting/following/adding staff members to your personal social media accounts.

## Babysitting

Our Service does not offer a Babysitting Service but are happy for our staff members to arrange extra work in their private time. Staff members are required to have families sign a *Babysitting Form* which relinquishes the Service of any responsibilities that may arise. For additional information please refer to our full *Code of Conduct Policy* and [Out of Hours Babysitting Policy](#).

## Code of Conduct

Our Service has a comprehensive Code of Conduct Policy that pertains to all team members, volunteers, students, visitors, children and family members.

Families, visitors and children will:

- Treat all children and their families at the service equally and respectfully.
- Report any suspicious behaviour to the Nominated Supervisor or Approved Provider and encourage a safe and supportive Service environment.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Refrain from bullying, harassing, discriminating against or threatening any child or adult at the Service.
- Respect the decisions of educators and staff members and teach children to do likewise.
- Tell an educator or the Nominated Supervisor if they see any instances of bullying, harassment or discrimination at the Service.
- Cooperate and follow classroom rules and teach their child to do so too.
- Listen to educators' instructions and follow them.
- Control their emotions and talk to an educator if we (a child) are feeling upset.
- Speak to an educator or the Nominated Supervisor if we are worried, concerned or have a grievance about something.
- Closely supervise their children during pick up and drop off times to ensure they are not running through the service or playing with activities or in areas set-up for later use.

Families and visitors must not:

- Drink alcohol or use illicit substances while on the service's premises or come to the service under their influence.
- Smoke on the service's premises including the carpark.

- Not use abusive, derogatory or offensive language whilst at the service or addressing a team member at any time.
- Yell, abuse, threaten or intimidate an employee, child, parent or any other stakeholder of the service.
- Seek to “friend” the personal Social Media accounts of Team Members (such as on Facebook).

If the above conduct for Families, Visitors and Children is not upheld the following actions may be taken:

- A meeting with the Nominated Supervisor and/or Approved Provider may be required.
- The person may be asked to peacefully remove themselves from the premise.
- The Police may be contacted.
- Termination of placement/enrolment at the service.
- Revision or creation of Policies and Procedures.

## Withdrawal from Care

When a child is to be withdrawn from care, the parent or guardian must give two (2) full weeks’ notice in writing to the Service. Fees are still payable during this two-week period regardless of the child’s attendance.

The notice of withdrawal is effective from the date it is lodged with the Service.

**Important Note:** If your child is absent from care on the last day/s of care, Child Care Subsidy (CCS) will not be paid. You will be billed for the **full cost** of care for this period.

## Important Policies & Procedures

- Privacy and Confidentiality Policy
- Delivery and Collection of Children Policy
- Grievance, Concern and Complaints Policy
- Withdrawal of a Child Policy
- Control of Infectious Disease Policy

Please contact our Director to get a copy of our most up to date policies.