



2019 Parent Booklet



The Hub Waratah

www.thehubpreschool.com.au

Ph: 02 49 672 342

Open 6.30am – 6.30pm 51 Weeks

RATED

EXCEEDING

NATIONAL QUALITY STANDARD



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The Hub Preschool & Early Education Academy Pty Ltd

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Email: waratah@thehubpreschool.com.au

www.thehubpreschool.com.au

Opening times: 6.30am to 6.30pm

Open 51 weeks a year.

Fees are charged on Public Holidays.

Contact Persons:

Approved Provider: The Hub: Preschool & Early
Education Academy Pty Ltd

Nominated Supervisor: Nicole Denzin ECT

Persons certified in day to day charge

(to name some): Nicole Denzin ECT
Kimberley Draeger ECT
Sue Meir DIP
Parisse van Lijf ECT
Laura Spencer DIP
Donna Rutherford DIP

Educational Leader: Nicole Denzin ECT

Regulatory Authorities

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

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

New South Wales

NSW Early Childhood Education and Care Directorate
Department of Education and Communities

Locked Bag 5107

PARRAMATTA NSW 2124

P: 1800 619 113

E: ececd@det.nsw.edu.au

W: www.det.nsw.edu.au



Welcome to our Service

The Parent Handbook outlines important information you will need to be aware of while you are part of the Hub family.

It is important that you read this booklet and ask questions about matters you do not understand.

You will find a form at the back of this booklet which you must sign and return to the Service to indicate you have read the information in this booklet and your enrolment pack.

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

Our Policies

All our policies are available in the policy folder located in the office. Please feel free to look and provide feedback on our policies at any time.

Introduction

Welcome to **The Hub** Preschool & Early Education Academy. Finding a new Education and Care Service for your child can be a daunting task. At **The Hub** Preschool & Early Education Academy our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical and creative skills to become competent and confident individuals, and for you as a parent/guardian to feel safe knowing that your child is receiving the best possible care. We believe the best way to work with you and your child is by building a partnership of education and care.

We want you to feel:

- Welcomed, recognised, acknowledged and respected by all our Educators.
- Your child is really known by, and really knows, the people who care for him or her.
- You are given lots of information about what is occurring and are asked for your views.
- You are involved in making decisions about your child's experiences.
- You and your child are received and greeted upon arrival.
- Your child is happy, secure and engaged.
- Your child is not just looked after, but really educated and cared for.



Education, Curriculum and Learning

We will be following the Early Years Learning Framework as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Nicole Ann Denzin.

All Educators at our Service are trained and experienced in areas of early education and care.

Due to our high standard and commitment of our Educators, we are able to provide developmental and educational curricula for each group of children.

We will use the relationships children have with their families and communities to build the curriculum, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our program.

Early Years Learning Framework (EYLF) Learning Outcomes:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported.
- Children develop their emerging autonomy, interdependence, 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.

Early Years Learning Framework (EYLF)

Learning Outcomes:

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, hypothesizing, 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.
- If your child's Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.





Philosophy

Our Philosophy is guided by “Being, Belonging, Becoming: The Early Years Learning Framework”, the National Quality Framework and the National Quality Standards.

The philosophy and aims of our centre are enacted through The Hub’s Policies and Procedures.

There are a number of key principles that inform the Hub’s philosophy and aims in relation to:

- Families and community
- Children
- Educators
- The program
- The environment

In Relation to Families and Children

We acknowledge that **The Hub** has a strong Christian heritage and long-lasting partnership with the Mayfield Baptist Church and their community services due to the Mayfield Hub’s beginnings. **The Hub** is in a unique position to provide effective care and support to families. **The Hub** will continue it’s heritage of celebrating important dates in the Christian calendar and demonstrating God’s love in a practical way while welcoming and respecting the choices of all families, regardless of family structure, culture, ethnicity, religion, socio-economic circumstances or disability.

We will also be hoping to form strong partnerships with other local churches in the Waratah area. We acknowledge as central to families as they partner with **The Hub** the principles of kindness, inclusion, respect, tolerance, friendship, self-control, joy, thankfulness, honesty, patience, thinking, investigating, exploring, problem solving, emotional resilience, a sense of self and love. We acknowledge that families are the most important people in their child’s life and have valuable cultural distinctives and information to share with us. We value a supportive and welcoming environment for parents that seeks to make parents feel welcome and that encourages them to become involved at the centre in whatever way they feel comfortable. **The Hub** also recognises that individual families have their own parenting and childcare practices, which the educators at the centre will recognise and respect.



We recognise that families are active members of the larger community and value their partnership with this larger community. Thus a key aim at **The Hub** is to establish and further develop our collaborative partnership with both families and the community.

We value and encourage feedback suggestions and opinions from all members of **The Hub** community regarding the centre's procedures, policies and the general running of the centre.

Within the context of **The Hub** the aims are for:

- Families to feel secure in knowing that their child is cared for in a nurturing environment.
- Families have the right to confidentiality and respect for privacy.
- Families to have the right to access affordable, high quality care and education.

In Relation to Children

We acknowledge that all children are unique individuals with unique needs, interests and strengths. All children are given equal opportunities regardless of their gender, culture, ability and socio-economic background.

We recognise and value children's voices as the most important part of the program developed and implemented at **The Hub** and that their learning is central to all aspects of the centre.

We value play as the most important vehicle for learning in early childhood and seek to provide children who attend **The Hub** with experiences that are joy filled, fun, safe and stimulating.

It is acknowledged that children learn best through play and educators at **The Hub** will support each child's development by providing experiences that are meaningful to the children and, most importantly, reflect their interests. For example, your child's knowledge is valued and can be used as a tool for enhancing the knowledge of others.

Learning is valued and promoted through experimentation, problem solving, investigation and role play. Educators will follow children's interests and provide open ended play and creative experiences within a comfortable, relaxed, home like environment that encourages high but



achievable expectations and provokes learning. **The Hub** recognises that children develop and learn at their own pace, and therefore, Educators will ensure their expectations of children's development are specific to each child and their experiences.

The Hub values the social and emotional wellbeing of children and seeks to promote positive self-concept, high self-esteem and social competence as an integral basis for learning. Therefore, educators will ensure children are given meaningful praise for efforts, success and positive behaviour and will be supported to build positive relationships with their peers. Educators will support each child's social and emotional development through the Principles of "Belonging, Being and Becoming" and its' practices.

Educators at **The Hub** will support each child's background within a supportive environment, building on their experiences across all learning outcomes. These learning outcomes seek to encourage in children:

- A strong sense of identity;
- Connection and contribution to their world;
- A strong sense of wellbeing;
- To be active and involved learners; and
- Their ability as efficient communicators.

The Hub will support the inclusion of children with additional needs, working in conjunction with the family and other support services and agencies.



In Relation to Educators

We recognise and respect that every Educator at **The Hub** is an individual with diverse needs, interests, skills, knowledge and experience. We seek to support and develop each educators personal early childhood philosophy and value this within the broader shared philosophy of **The Hub**.

It is the aim of **The Hub** that the Educators will work as a team by motivating and supporting each other and building an atmosphere of trust and respect through open communication that respects different points of view and maintains confidentiality.

The Policies and Procedures of **The Hub**, PIEC Principles of Attachment, AECA Code of Ethics, UN Conventions of the Rights of the Child and the National Quality Areas (NQF) are regarded as key documents guiding the practices of educators at **The Hub** and they will be expected to abide by, and implement these policies.

Evaluation is a valued component of **The Hub** in view of improved policy and practices and educators will be encouraged to engage in reflection and evaluation of their practices in view of continued improvement.

“**The Hub** recognises that children develop and learn at their own pace, and therefore educators will ensure their expectations of children’s development are specific to each child and their experiences.”



In Relation to the Program

The Hub values the interests of the child as central to the program developed and implemented at the centre. The program will seek to value the ability of a child to make choices and have control over their own learning through recognising individual interests and their ‘voices’. Short and long term projects will be developed in a flexible context that responds to the children’s interests. The program at **The Hub** recognises the principles provided by the Early Years Learning Framework (and other practices like the Reggio Emilia philosophies) where the children’s interests are the focus and staff work within these interests to assist with the child’s development.

These practices are complemented by Educators’ “Provocations” via intentional teaching, whereby the role of adults within the centre is to be facilitators that guide and encourage children’s learning at their level.

The Hub acknowledges and supports the process of children’s play rather than focusing on a final product. Educators will use individual Learning Journeys (portfolios) to document children’s learning. As **The Hub** values parental awareness of their child’s learning, the portfolios will be made available to parents at all times. Children’s portfolios and the program will be made accessible for families to read, comment upon and offer feedback and suggestions.

The Hub values a program that provides children with the opportunities for indoor-outdoor play that promotes child initiated small group experiences and fosters nurturing and sibling relationships.



In Relation to the Environment

We recognise the importance of providing a safe, supportive, secure and consistent centre environment that promotes trust and familiarity as well as active exploration of learning. This active exploration will seek to value the centres' environment as part of a global environment. **The Hub** believes that environmental sustainability is our responsibility and we will endeavour to become active advocates of "Going Green" within the program and practices of the centre. We recognise that we are part of the world community as well as our local community and it is our role to support children to become environmentally responsible and contribute to a sustainable future.

The Hub values our Indigenous heritage and as such will acknowledge the traditional owners and custodians of this land, the Awabakal and Worimi people.

We strongly believe in the principles of Respect and Responsibility as representing the foundation of our early childhood practices as we interact with others and our environment.



National Quality Standard Rating = EXCEEDING

Our service has been commended on its achievements in providing quality experiences for children and has received an EXCEEDING RATING OVERALL.

Areas rated exceeding are as follows:

- QA1: Educational program and practice = Exceeding NQS
- QA2: Children's health and safety = Exceeding NQS
- QA3: Physical environment = Exceeding NQS
- QA4: Staffing arrangements = Exceeding NQS
- QA5: Relationships with children = Exceeding NQS
- QA6: Collaborative partnerships with families & communities = Exceeding NQS
- QA7: Leadership and service management = Exceeding NQS

Grievances, Complaints and Feedback

If for any reason you are not happy with our level of education and care or our environment, we want to know immediately. You can discuss this with the Centre Director or write a formal letter. When any matter is raised, the Service will be following our Grievance Procedure. All Service policies/procedures are available to parents. Positive feedback is most welcome too.

Child Care Subsidy (CCS)

We are an approved care facility.

The Child Care Subsidy is paid directly to services to be passed onto families. Please go to the Department of Human Services website and search child Care Subsidy for more eligibility information.

What you need to do to apply for the Child Care Subsidy

- Sign into your Centrelink online account through myGov.
- Select Make a claim, then Start a new claim.
- Work through the steps to provide your current details.

For further details please speak to our Nominated Supervisor or contact FAO on **13 61 50**.

Opening Hours

The Service is open for 12 hours per day between 6.30 a.m. and 6.30 p.m.

The Daily Routine

We provide an environment where the children feel comfortable and secure at all times, and our rooms have daily routines that reflect this. Our routines are designed to maximise each child's opportunities to learn and develop.

Throughout the day, children will experience a number of different activities which are part of the educational and developmental curriculum operated by all of our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

Each room will display their routine which parents may read, and Educators will be happy to answer any questions.

Services Offered

- We cater for children 6 weeks to 6 years of age.
- Our baby rooms are the Tigers, Monkeys and Hippos.
- Our 2-3 year rooms are the Crocodiles and Bears.
- Our preschool rooms are the Lions and Zebras.

When your child turns the age appropriate to the next age group, please alert the director if you wish your child to be waitlisted for a spot in the older age group. Some parents may choose to wait until the next year to move their child up due to the relationships that have been formed. The cut off date for moving a child to the next age grouping is the 31st of July (in line with school cut off dates).

Please discuss any concerns you have with the Director; exceptions can be made.

Meals Provided

- Breakfast (family grouping) 6.30am-7.30am
- Morning and afternoon tea (always includes fresh fruit and vegetables)
- Hot cooked lunch
- Afternoon tea (always includes fresh fruit and vegetables)
- Late Snack (family grouping) (assorted finger sandwiches or alike) 5.10pm-5.45pm

Children

Those First Weeks

The introduction into Education can be difficult for children and parents. Children's welfare and happiness are the priority for Educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families needs will vary greatly in the orientation process and individual needs will be addressed.

The following outlines some helpful hints for parents on settling their child into care:

- Talk to the Educators about your child, for example, what they like to do, successful ways of settling them to rest, foods they like and dislike and so on. This helps Educators to get to know your child.
- When leaving your child it is best to make sure that you say goodbye and then leave. Hesitating and not going after you have said your goodbye only confuses them, especially if they are upset. Reassure your child that everything is alright and you will return later. This can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and then passing them to an Educator, or sitting down with them to read a book or for a short play before leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the meantime they are well cared for.
- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Your child will be reassured when they see positive interactions between Educators and parents or Educators and other children, and this will help them to establish trust in an unfamiliar setting.
- Try to talk at home about the Centre. Mention the names of the Educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.



What to Bring

6 weeks-2 year old Rooms

- Numerous changes of clothing that are weather appropriate
- A hat – a full brimmed wide hat
- Bottles and sippa cups
- Comforters (clearly labelled). Dummies must have caps and be placed in your child's locker
- Asthma puffers/epi-pens/medication - clearly labelled

2-3 year old Rooms

- Several changes of clothing that are weather appropriate
- A hat – a full brimmed wide hat
- A drink bottle
- Pull-ups (We like children in this room to wear pull-ups if they are not toilet trained, these are not provided)
- Asthma puffers/epi-pens/medication - clearly labelled

Preschool Rooms

- Two changes of clothing that are weather appropriate
- A hat – a full brimmed wide hat
- A drink bottle
- Asthma puffers/epi-pens/medication - clearly labelled

Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday we will provide a 'mock' cake with candles and they can choose a gift from our 'birthday box'.

We are unable to allow parents to provide cakes or other food due to possible food allergies or special dietary requirements of other children.



Show Time

Showtime is our show and tell which we do in our Preschool rooms in Term 2 and Term 3. Your child may bring a special item to show to their peers (we discourage weapons).

They will be encouraged to discuss their item with their peers with the help of their teacher. Do not panic if your child forgets their Showtime they can just “tell” something to the group. Please place your child’s Showtime in the **Showtime Bag in the room**. By placing it in the bag it will stay safe till home time. Please remember to collect it **from the show-time bag** on the way home. Showtime that is left behind will be taken to the office to collect.

Clothing

Parents are advised to send their children to the Service in comfortable inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints, etc will come out in the wash, accidents do happen so please don’t send your child in expensive or designer clothing. Young children enjoy and need ‘messy’ play with paint, clay, sand, water and mud. Shoes must be supportive and safe, i.e. NO THONGS.

The Service only has a limited supply of spare clothing. Please supply at least two changes of clothing and underwear in case of accidents.

Please label your child’s clothing and replace name tags if they fade in the wash.

Ensure clothing is suitable for the weather.

Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats, as these have the potential to become caught on equipment and may cause serious harm to your child.
Please refer to ‘Sun Protection’ on page 31 for more information on clothing safety.

Belongings

Please ensure all belongings are clearly labelled. Lost property will be displayed for parent collection in your child's room. Parent cooperation in labelling assists the Service in keeping your child's belongings together.

It is appreciated if personal possessions are not brought to the Service e.g. toys, etc.

Any possessions brought must come entirely at the parents own risk with regard to breakage or loss. A soft toy or security item for rest time is acceptable.

Food

Fees are inclusive of the following;

- All meals and snacks and drinks. EXCLUDES formula.

Lockers

Each child/parent chooses a personal locker daily using a name tag (provided). Please remove all items from your child's locker DAILY and replace their name tag back on the board at the end of each day.

Guidance and Discipline

Educators follow a Behaviour Guidance Policy which extends across the whole Service giving consistency of expectation in all groups. This policy allows children to develop self-discipline, a respect for others, for property and respect for self (age-appropriate).

The policy aims are:

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour (age-appropriate)
- To encourage the individual social development of each child.

If you require further information on this policy please see the Director and refer to the policy book.

Rest and Sleep

In our Baby rooms

Sleep times are based according to individual needs. Please notify staff on arrival of the expected care routine for your child for the day.

All sleep will be documented as will food intake and daily activities (for each individual child).

In the 2-3 year old rooms

A stretcher will be provided for each child. Children will be encouraged to rest quietly and have a sleep if needed and books and drawing will be provided on the individual stretcher for children who do not sleep.

In the Preschool rooms we call this time Chillax time

Quiet activities will be provided and each child will be offered a donut cushion to sit/relax on.

If a child needs a sleep a mattress will be provided.

Rest time varies according to individual needs. We aim to make rest time a relaxed, pleasant time for children. Please feel free to discuss your child's rest needs with the Director or Educators.

Parents

We believe the best way to work with you and your child is by building a partnership of care. To do this we want you to feel **you are given lots of information about what is happening and you are asked for your views.**

Communication, Communication, Communication

What is the best way to communicate with you?

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

We have many types of communication we use for families in the Service just like you.

Closed Facebook Group

We have a closed group on Facebook to communicate some of the wonderful activities and events happening at our Waratah Hub. When you accept enrolment at the service our admin will send you a request to join 'The Hub Waratah 2018 Community'. If you have 'No Social Media' ticked on your enrolment form please see the office to give permission for your child to have photos displayed on the page. Only current immediate family will be accepted onto the page.

Confidentiality and Discretion

Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a **private discussion with our Educators**, please inform the Director to assist in making the time available. This can happen face to face or by phone.

Ways we communicate news/events at the Service:

- Verbally at arrival and departure times.
- Term newsletters which will be sent via email and placed on our website by week two of each term.
- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- A fees/communication box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback.
- Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).
- Closed Facebook Group
- Via iPad message.

Communication and Educators

What can you expect from Educators?

Educators will:

- Inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- Share with children's families some of the specific interactions they had with the children during the day. This can occur verbally and also on our Daily feedback sheet. This sheet also alerts you to "flags" you need to action, which include:
 - **AR** Accident Report
 - **WC** Wet clothing to collect
 - **SC** Soiled Clothing to collect
 - **D** See Director
 - **C** Collection of other items
 - **IR** Illness report to sign
 - **M** Medication administered
 - **R** Make contact with reception staff



- Provide information on children's eating, sleeping and bathroom patterns through verbal/written communication.
- Keep an appropriate record of joint decisions made with families affecting children's progress, interests and experiences.

Please feel free at any time in person, by phone or email to discuss your child's progress, relationships, interests and experiences.

Priority of Access Guidelines

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 (<https://docs.education.gov.au/system/files/doc/other/childcareservicehandbook201718.pdf> see page 238 Appendix 2: Child Care Payment Rates and Income Thresholds).
- Families from a non-English speaking background.
- Socially isolated families.
- Single parent families.

“All our policies are available in the policy folder located in the office. Please feel free to look and provide feedback on our policies at any time.”



Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting a child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. We use an iPad system called QK Kiosk. Please ensure all contacts and authorised pick-ups are up to date. No child will be allowed to leave our service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

Building Security

All families will be buzzed in by staff on arrival. Due to the size and location of our building, we will open the doors when the doorbell is rung. When somebody different is picking up or dropping off your child for the first time, please make sure they show their license to reception on arrival. If someone is unknown to us, we will seek identity before offering entry into the premises. Please make sure identification is carried at all times. We ask for patience if a staff member is unsure of who you are, we are a big service and some staff may not know all parents due to being in different rooms etc.

Please note our building is fully secured by an external security company (RBD Security Services) and video monitors are at every entry and are also present in our cot rooms.



Service Fees

Commencement Fees

On acceptance of an offer of a place at the Service we will require a **Security Deposit: \$100**
(refundable when fees are paid in full and child exits the service with two weeks notice)

Administration Fee: \$100 per child per year (Non-refundable)

TERM 1 - 2019 fees have been set as:

***Please note fees are subject to change. Please confirm with the service as to the current fees**

Room	Fee Charged Per Day	Includes
0-2	\$125**	Meals/Snacks/Drinks (excludes formula) Nappies, Sheets
2-3	\$115**	Meals/Snacks/Drinks Sheets, (Excludes nappies and pull-ups)
3-5	\$105**	Meals/Snacks/Drinks Sheets

****PLEASE NOTE:** This is the **FULL** fee and does not take into consideration any claim of **Childcare Subsidy** (see details below). It is the parents' responsibility to register for these benefits and ensure the centre of their CRN details.

It is our policy that **all fees are paid 2 weeks in advance at all times. It is our policy that there should be no outstanding** fees.

Accounts in arrears will be reviewed by administration and the Director and will be potentially subject to care being cancelled.

Paying of Fees to the Service

All payments must be made via DebitSuccess and all families must complete an DebitSuccess application form upon enrolment. In consultation with management, CENTREPAY and DIRECT DEBIT may be available however, requests are carefully assessed and not guaranteed to be approved. Our Service has a no cash policy.



DebitSuccess

DebitSuccess acts on behalf of **The Hub** to debit your childcare fees from your account according to the information you provide on your DebitSuccess DDR Form.

You must provide at least 14 days' notice to change any details in regard to your payment.

Any payments that do not process due to a lack of funds will result in any charges that may be incurred as a result of the transaction being the family's responsibility.

Credit Card Payments will appear on your statement as "DebitSuccess".

Absences

Your subsidy can still be paid in some situations if you are charged for child care when your child is absent.

The subsidy is paid for each child for **up to 42 absences** per financial year from all approved child care services, not from each service, except occasional care. These absent days can be taken for any reason with no evidence required.

You can also be paid for additional absences beyond the 42 days for certain reasons. There is no limit on these days, but supporting documentation may be required. Talk to your child care service about additional absence information and any supporting document requirements.

Child Care Subsidy, and JET Child Care Fee Assistance are not paid for absences if your child uses more than 42 absence days for the financial year and does not meet the conditions for additional absences. You can access your child's absence record or view their child care attendance online statement through your Centrelink online account.

Things you will need to tell us

- * If you are using more than one approved childcare service
- * How many hours your child is enrolled at other centres so we can check eligibility hours available
- * If you have other children in care we need to know if additional percentages apply



Statements Of Account

Account statements are sent out fortnightly on a Friday via email. If you do not have an email address your statement will be placed in your pocket at the centre. Please ensure that your fees are paid up to 2 weeks in advance.

Any change of personal circumstances may alter your fee structure. Notification of changes must be made as soon as possible to ensure fees are charged appropriately.

Notification of Hours

When completing your 2019 enrolment form, please state your child's hours of attendance, and give notice for change of hours, so we can staff the centre accordingly. **The same fee is charged no matter what hours your child attends.**

If a child is not collected by 6.30pm, a fee of **\$15.00 plus \$2.00 for each minute or part thereof** will be charged. This is a serious incident as the service is NOT licensed to care for children outside of these specified hours. Picking a child up **AFTER 6.30pm may jeopardise your child's place in the service.**

Attendance and Absence

Once a child is enrolled at the Service, payment of fees must continue during the child's absence for illness or other days the parent chooses to absent their child. **Public Holidays are charged for** but not days when the Service is closed for Annual vacation period.

Waiting List

When we have full enrolments, children's names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be made effective immediately if enrolments for that day are not full. If they are full, the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority as per the Policy of Access Guidelines. There is no fee payable for the waiting list.



Notice of Withdrawal

The Service requires **2 weeks notice** advising of the withdrawal of a child. This notice must be given by requesting the **Exiting Service Form** from our office. If notice is not provided, fees will be charged for the 2 week period.

*****PLEASE NOTE** if your child is absent on their last day or days you will be charged full fees for all days back to your last attendance day at the centre as you will not be eligible for any CCS for those days.***

Amendment to Days Enrolled

Parents are required to provide **2 weeks written notice** if they wish to **reduce** the days their child attends. This can be done online through your parent login.

When a parent wishes to **increase** the number of days, a discussion with Directors is required and is dependent on availability. This request can be made through our parent login.

Casual Attendance Days

Enrolled children may be able to be accommodated for special 'casual' days of attendance.

Discussion with the Director is required with as much notice as possible depending on availability on the day required.

Once a casual day is booked into the system, cancellation of the booked spot **MUST** be done via telephone or email, by the **FRIDAY** of the week prior to booking. If this does not occur a charge will be incurred.

Do not assume that you will be able to obtain a casual day.

Parent Involvement

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 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.



Your Occupation or Hobby

Your child loves you, and 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) or demonstrate practically a skill eg:guitar, etc. Everything parents do interests 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 programming and the ideas explored from parent talks can last for weeks.

Your Home Culture

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children. We have a cultural table that we use to represent the cultures of our service and also a world map to visually display cultural heritage. We use sticky dots to locate places families have come from, please do this activity with your child at your convenience.

Reading (especially good for grandparents)

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

Let the Director or Educators know if you can help.

Mini Reverse Garbage (MRG)

At the Hub Waratah we are very proud of our Mini Reverse Garbage. The MRG was born out of a desire to be sustainable and is included as part of our sustainability project. We have a basket at the front of the service where you can place your recyclables such as empty food containers, ribbons, wrapping paper, towel tubes (not toilet rolls or egg or milk because of hygiene and allergy issues), plastic bottle tops, bread ties, spools, paper or anything interesting from your work is much appreciated.



Book Swap

Our book swap is part of our sustainability project. We believe the book swap is a great way to reduce waste. Please bring books in and pop them into cabinet in the foyer. Make sure you add a sticker to the books first (see reception) and then swap away. We have so much to gain from doing what we can to reduce negative impacts on the environment and contribute in positive ways to sustainability, every little bit we do makes a difference. We are very excited to see the positive benefits of this initiative. Books can be any type such as children's, cooking, fiction, non-fiction etc.

Parent Library

We have a small parent library available. Please see reception for book list and to borrow. Borrowing is for one month maximum.

Family Photos

Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a photo of your family for us to display in the room.

Suggestions

Parents are welcome to visit or call the Service at any time. Phone calls will be taken by reception and the Director, and messages will be delivered straight to the room via a verbal message from the above people. Calls are not taken within the room during the core period of the day as the constant ring of the phone can unsettle children and take Educators away from time with the children. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

If you have any concerns, please see your child's Educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

Health and Safety

The Service provides a healthy and safe environment for children, Educators and families – please refer to our policies covering nutrition, hygiene, medication and infectious diseases. Children with contagious illnesses must be kept at home.



Food Allergies

We are an allergy aware Service.

Please inform the Nominated Supervisor if your child has any allergy or anaphylaxis. **All Allergies must be updated with reception as they occur. Please make sure your enrolment form is up to date with allergy information.**

Illness

NO CHILD will be allowed to attend care with any obvious signs of a contagious illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. When an outbreak occurs handouts will be placed in parent pockets which outline symptoms and exclusions. These outbreaks and exclusions are also written on our noticeboard in the foyer.

A doctor's clearance is required for the return of a child to care after an infectious disease has been notified to the service. Please see the 'Staying Healthy in Child Care Infectious Disease' Fact Sheet. Infectious diseases are not limited to the Fact Sheet and the Director will confirm exclusions for other illnesses not listed. The Director's or certified person's discretion will be used when necessary. Please do not send your child to care for 24 hours after they have had a temperature over 38.1 degrees. Please do not send your child if medication has been given for a temperature. Children who are not immunised will not be allowed to attend the service.

Immunisation

From January 2018, children who have not been vaccinated will be unable to enrol in childcare under the new New South Wales legislation. The New South Wales State government closed the 'conscientious objector' loophole, meaning all parents must immunise their children. We are unable to accept children who have not been immunised.

The policy coincides with the 2016 federal governments 'No Jab, No Pay' policy that exempts unvaccinated children's families from certain child care tax benefits. From January 2018, this policy will still apply to all states outside Victoria, Queensland and New South Wales.

Parents must provide (on enrolment) an Australian Immunisation Register (AIR) certificate that shows your child's immunisation status.



Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by the parent(s) or caregiver(s) before the medication is given. The Nominated Supervisor or an Educator can assist you to complete the form.

Medication must be in date, in its' original container with the original label, have the child's name on the label, **MUST** be a chemist label and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage.

Please DO NOT leave medication in your child's bag.

Please note if over the counter medications are required to be administered we will not accept verbal authorisation over the phone. Parents MUST follow the process above. This will mean if your child has a temperature you will need to have someone readily available to pick up your child as soon as possible as the staff will not be able to administer panadol or other over the counter medications due to lack of authority.

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

Medical Conditions including asthma and anaphylaxis

The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences or as soon as possible if an already enrolled child commences a Plan.

Our Service will develop a Risk Minimisation Plan and a Communication Plan which are based on information in the Medical Management Plan.

Parents are responsible for updating their child's Medical Management Plan or providing a new Plan when necessary.



Sun Protection

Our Service's policy is **'no hat, no play'**. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people's ears.

Children are required to wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun i.e. tops/dresses with sleeves.

Accidents and Illnesses

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident or illness 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 be filled out for all accidents, injuries and illnesses. These 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.

Emergency Drills

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

Using the Service Safely

- Never leave children unattended in cars while dropping children off or collecting children from the Service.
- Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.



Workplace Health and Safety Feedback

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

Educators

Educators: qualifications and ratios

We meet all legal requirements in relation to child to Educator ratios and the qualifications of our Educators. We actually operate above the required ratios. All Educators will hold First Aid qualifications, have Working With Children checks completed and attend regular Educators meetings. Our Educators are continually evaluating how our curriculum meets the educational needs of our children and reflect on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

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

Conclusion

We aim for your child to have a happy, safe and secure relationship with our Service and our Educators and that the time he or she is in our care will be positive and fulfilling.

Important Contacts and Information for Families

The Service provides families with current information on child and family resources and services accessible in the local community.

Our Service has a parent library with resources you may find helpful.

ACECQA

is the new national body ensuring early childhood education and care across Australia is high quality.

Address: Level 15, 255 Elizabeth Street
Sydney, NSW, 2000

Postal: PO Box A292
Sydney, NSW, 2000

Email: enquiries@acecqa.gov.au

Phone: 1800 181 088

Family Assistance Office

Phone: 13 61 50

Australian Childhood Immunisation Register

Phone: 1800 653 809

Local Contacts

Community Health and Resources Service

Phone: (02) 4016 4530

Royal Institute for Deaf and Blind Children

Melinda Lloyd

Phone: (02) 9872 0826

Emergency Services

Police, Fire and Ambulance

Phone: 000 (or 112 from mobiles)

Hospitals:

John Hunter Phone: (02) 4921 3000

Mater Miseracordia Phone: (02) 4921 1211

Fire Station: Mayfield West

Phone: (02) 4967 7550

Waratah Police Station

Phone: (02) 4926 6599

Informative Websites For Parents

Raising Children Network

The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering children aged 0 – 8 years.

www.raisingchildren.net.au

Better Health Channel

Quality consumer health information quality-assured, regularly reviewed health and wellbeing information and services. This site is sponsored by the State Government of Victoria.

www.betterhealth.vic.gov.au/

Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return the next page to the Service using the deposit box.

Please Remember

We encourage family participation and involvement in the Service. This allows you to see firsthand what we do and your child sees that there is a connection between home and the Service.

We welcome your feedback and view **“Feedback as a Gift”**.

Family Feedback Form:

Family Name:

Parent's Full Name:

(1) _____

(2) _____

Child/(children)s Name:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

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

I have completed the enrolment form at the Service.

I have read and agree to comply with the requirements set out in this handbook and in the Services' policies.

Signed: _____

Dated: / / _____

Have you completed and attached the Orientation Evaluation page?

YES ☐ NO ☐

[We encourage you to complete this form as it will assist us in tailoring our orientation to suit parents' expectations]

Parent Input for Individual Curriculum

Childs Name:

Date of Birth: / /

Days Attending:

☐

Monday

☐

Tuesday

☐

Wednesday

☐

Thursday

☐

Friday

What will help you and your child say goodbye to each other in the morning?

Family information – type of family and names (parents/siblings/extended family living together/blended family)

Cultural background of family members – immediate and extended:

Languages spoken at home (this includes “special” words your child uses for a particular item):

Family preferred care giving strategies – any strategy in particular that you see that works for you and your child in relation to particular situations (e.g. at meal times, when your child is upset, during and after a tantrum):

Routines – toileting, sleep, rest:

How will we know when your child is tired?

Likes/dislikes (in relation to food, play, routines – anything you can think of:

Here is the opportunity for you to offer us input into your child's individual program. Your input is important to us and your child's program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximizes their opportunities for learning.

1. What do you feel are your child's current needs - e.g. development of social skills, expansion of vocabulary?

How could we assist your child in these areas?

2. What are your child's current interests?

3. What do you feel are your child's strengths at this point of time?

How can we provide further development of your child's strengths at the Service?

6 week old to 1 year old children only
Please answer the questions below.

What foods has your child eaten?

What high allergy foods has your child not tried?

What symptoms does your child display during teething?

Does your child use a pacifier or have a security blanket?

This information will be used by Educators to complement the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child's Educator(s) or the Nominated Supervisor.

We will also ask about your child's interests, strengths and needs periodically throughout your child's enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs. Thank you.