

# Parent Handbook





## WELCOME LETTER FROM APPROVED PROVIDER

*Dear Parents,*

It is my pleasure to welcome you to Little Sparkles Early Learning Centre & Preschool, and to what is regarded as one of the leading Early Learning Programs in the nation. Our wonderful facilities, a dedicated and enthusiastic staff and a beautiful learning environment are just a few of the things that await you.

Most of all, we want you to know that we value your decision to place your child with us and we understand the responsibility this brings. Our key aim is for this to be a mutually beneficial experience and a positive step in the development of your child.

This will be an exciting time of learning for your child as they explore a wide range of topics and contexts. They will develop new skills, become confident learners and make friendships; all of this whilst having fun and learning about their world.

Our educators are here to support you and your child. Our commitment is to provide you with regular feedback during the year on your child's interests, strengths and any areas that need further development. This feedback will be both formal and informal. Our educators will support the children as they work towards developing to their full potential.

With a great sense of excitement, I welcome you to our Centre's Program.

Yours Sincerely,

*Afrina Moutushi*

Approved Provider – Little Sparkles Early Learning Centre & Preschool

[info@littlesparkleselc.com.au](mailto:info@littlesparkleselc.com.au)

we welcome you ☺



## INTRODUCTION

This Parent Handbook contains useful information about the Centre and an overview of the philosophy, policies and guidelines which guide our daily practices. Please keep this Handbook as a ready reference during your child's stay with us.

The Little Sparkles Early Learning Centre & Preschool Parent Handbook has been developed by our educators and reflects their many years of experience and commitment to supporting the growth and development of your child. We trust that you will find it a useful reference tool during the time your child is with us at the Centre.

Understanding of the Handbook and our processes can greatly assist communication between parents and our educators. If there are any issues which unclear following perusal of the document are, then we encourage parents to seek further information or clarification from the Nominated Supervisor.

## CENTRE DETAILS

### The Centre

Little Sparkles Early Learning Centre & Preschool is located at 12 Warnock Road, Agnes Banks. We provide calm, nurturing atmosphere where the children feel relaxed and loved. We have a maximum number of 38 children at any time, so each child's well-being is paramount and is managed on an individual bases, providing an easy seamless transition between home and Centre. The service provides care for children aged between birth to 6 years of age and also provides Out of School Hours Care (OSHC) and vacation care for children over Preschool age. Transportation services to and from school to the service is available for Before and After School Care and Vacation Care only.

### Hours of operation

The Centre operates **Monday to Friday from 6.30am to 6pm**. The centre closes on all NSW Public Holidays and is closed between Christmas Day and New Year's Day for approx. 1 week. Closures will be advised prior to this time annually and are subject to change based on needs of families and discretion of owners. Sufficient notice will be provided (3months notice).

### Groups

The Centre provides care for children 6 weeks to 12 years and is designed in four groups. Before and After School care plus vacation care is also provided and are designed as one group.

**Children under 6 years of age are cared for in three groups:**

<b>Little Sunshines</b>	6 Weeks to 2 Years
<b>Little Twinkles</b>	2 Years to 3 Years
<b>Little Stars</b>	3 Years to 6 Years

**Children in Before, After and Vacation Care:**

<b>OOSH</b>	5 Years to 12 Years
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## STAFFING

Little Sparkles Early Learning Centre & Preschool believes high quality educators are vital to providing the best education and care program for children. Staff qualifications and levels staff to child ratios comply with the Care Services National Regulations. Rostered staff members always work directly with the children.

### The Centre's educators are:

- Appropriately qualified, including First-aid CPR, Working with Children Check, and fire training
- Purposefully aware of their legislative responsibilities and adhere to Centre policies and procedures
- Safety conscious and remain within sight and/or hearing of children. They arrange play areas to ensure children can be effectively supervised and communicate effectively with each other about the supervision of children.
- Up to date with the knowledge of how children grow and learn
- Skilled in fostering positive and constructive relationships with children (and between children), parents, families and the community • Effective team members
- Respectful towards children
- Advocates of social justice, access and equality for all
- Committed to programming (planning, implementing and evaluating learning experiences and teaching strategies) for individuals and groups of children based on direct and recent observations of the children's development.

### Approach to Positive Child Guidance

At Little Sparkles Early Learning Centre & Preschool, educators take a respectful, positive and proactive approach to guiding children's behaviour. They understand that young children inherently want to be accepted and liked by others, and want to care about others and the physical environment. However from time to time, they explore their boundaries because they are young and inexperienced, and their cognitive abilities (thinking, reasoning, and understanding) are still developing. Educators view these challenges as opportunities to encourage children to make different choices when in similar situations in the future. The wide range of strategies used to achieve this are outlined in the 'Positive Behaviour Guidance Policy' in the Centre's Policies and Procedures Folder.

### Visitors and Access

Visitors, other than parents or guardians of children enrolled at the Centre, will be asked to provide appropriate ID and to sign the Visitors' Book on arrival and departure. Visitors will be accompanied by a staff member at all times while in the Centre.

A visitor who is not authorised to collect a child will be asked for identification upon arrival and will not be given access to the child without written authorisation from the parent.

### Located in the foyer/entry area:

- All of Little Sparkles Early Learning Centre & Preschool Policies and Procedures are available for parents to read at any time.
- The Education and Care Services National Regulations December 2019
- Educational and Care Services National Law

## Our Philosophy

# We believe in...

At Little Sparkles Early Learning, we believe in providing children with the highest quality of care allowing each and every child to reach their fullest potential, by enhancing all areas of growth and development, in a warm caring and home like environment that is a reflection of our children, families and our community.

We strive to do this through providing a highly positive environment where all members such as staff, children, families etc are made to feel welcome and are considered to share an important place within the centre /community regardless of gender, race, culture or religious belief.

The service is dedicated to reflecting the principles that underpin the National Law act and National Regulations by educating staff and families of the law and also to implement the early years learning framework. The service is committed to working within the National Quality Standards and implementation of our quality improvement plan.

## THE EARLY YEARS LEARNING FRAMEWORK



We at Little Sparkles recognise children as unique individuals and aim to enhance all areas of development, staff will therefore provide an individualised program, which caters for children according to their age and stage of development, plus aim to meet the 5 learning outcomes in the form of a process and journey rather than focusing on the end result.

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program and child's documentation on learning and progress is made available to families. Every child is supported to participate in the program where each child's agency is promoted, enabling them to make choices and decisions and influence events and their world, therefore children are active participants in their learning.

This is implemented by responding to children's ideas and play and the use of intentional teaching to scaffold and extend each child's learning. Educators will provide learning environments that are flexible and open ended, plan learning environments with appropriate levels of challenge, where children are encouraged to explore experiment and take appropriate risks in their learning.

The programme offers choice as well as a balance of structured / unstructured activities, outdoor / indoor experiences, quiet /noisy, music play, story time, multicultural, drama play and routines are organised in ways that maximise child's learning.

The programme promotes play as this emphasises learning through a process of exploring, problem solving, social interaction, role play, communicating, and most important listening to children which enables children to enhance skills in areas such as their language, self help, cognitive, social interaction and fine / gross motor skills.

We value the importance of play because it is through play that children have fun, enjoy themselves and are able to express and let their creative side out. Play is important as it allows children to make decisions in a world dominated by adults which results in a happy and confident child that has a positive self image. Play is a way that children are able to learn and investigate the world and also further their development in a fun way, this provides the child with a sense of power.

Play is an important part of the early years learning framework which is embedded in our philosophy, It is through play that children feel a sense of belonging, being and becoming. It is through authentic educator and child relationships that allows us to provide quality programs, that reflect children's interest as well as further learning.

The term pedagogy refers to the holistic nature of early childhood educators' professional practice (especially those aspects that involve building and nurturing relationships) curriculum decision making, teaching and learning. When educators establish respectful and caring relationships with children and families, they are able to work together to construct curriculum and learning experiences relevant to children in their local context. These experiences gradually expand children's knowledge and understanding of the world.

## **Our program ensures the following 5 outcomes are achieved with children throughout the program and routine.**

These include:

- Children have a strong sense of identity
- Children are connected and contribute to our world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

## **The above outcomes are achieved through the set principles are used to assist children to achieve the learning outcomes.**

These include:

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



## Various practices are used by educators to promote children's learning.

These include:

- Adopting holistic approaches
- Being responsive to children
- Planning and implementing learning through play
- Intentional teaching
- Creating physical and social learning environments that have a positive impact on children's learning
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transition
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.

Critical reflection on children's learning and development, both as individuals and in groups is regularly used to implement the program.

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

The program ensures that decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. The philosophy guides pedagogy and teaching decisions, learning outcomes are communicated to families.

## FAMILIES AND THE COMMUNITY

We as educators and carers work with families to understand the child and create their play situations as well as listening to the child to meet their needs and interests through play. "Play is a means by which the child comes to discover the world, it is the activity which builds self fulfilment" (Educating young children by Logan and Logan).

Working in partnerships with families, educators using the learning outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interest, choose appropriate teaching and strategies and design the learning environment, Educators assess learning to inform further planning (Framework, p9).

A reliable routine is put in place, which is provided in a home like environment that meets each and every child's needs. Children will warm to a consistent and familiar service making them feel secure. The development of strong relationships between Educators and Families as well as parent involvement within the centre, maintains a high quality of care within the service. This enables children's needs to be met more effectively, through the exchange of information about the child. This strong relationship between parents and Educators facilitates teamwork and open communication which maintains consistent care from the home environment to the centre environment. The children feel safe and secure because of this. Parents are encouraged to be involved within the centre in ways they feel comfortable. Family involvement allows for family identity culture and heritage backgrounds to be implemented within our service environment that shapes our community. This enables the process of belonging, being and becoming.

The service has full commitment to the participation of children with additional needs. Interactions are important to ensure the child feels a sense of belonging in the curriculum the routine offers for opportunities for 1-1 and small group experiences.

The service promotes Equity and inclusion.

Parents will be kept up to date and informed of their child's day, centres policies and procedures or any changes regularly through meetings, newsletters and notice boards. The centres policies will be displayed for the parents view.



## EDUCATORS

Educators respect the multiple cultural ways of knowing, seeing, living and celebrate the benefits of diversity and honour differences.

All decisions are made and stem from our philosophy that affect the children, families, staff, curriculum and community by always referring to our philosophy.

Educators are encouraged to work as a team supporting each other with open communication, motivation and acquiring new skills through workshops and in services. The experience gained will benefit children within their care. Educators ensure an ongoing cycle of review of current practices are examined, outcomes reviewed and ideas generated, this occurs on a daily basis to ensure a quality environment that focuses on the journey not the final outcome.

Educator interactions with children aim to give high praise of efforts, encouragement to help develop children's self confidence, self-esteem and independence.

## SUSTAINABILITY

The service is committed to sustainable practices within the service such as recycling energy efficiency and water conservation which are embedded into the daily routines and practice of service. Our curriculum will engage children in planned experiences that engage them in appropriate sustainability practices within the service, educators will also provide children with access to information about the environment and the impact of human activities into the environment

Educators will encourage respect for the natural environment and the interdependence between people, plants animals and the land.

The centre also has spaces that encourage development of life skills such as our planting boxes, worm farm, chickens, waste reduction and recycling

The service is committed to providing quality experiences in both indoor and outdoor environments



## HEALTH WELL BEING AND POSITIVE IDENTITY

We believe each child's health, security and wellbeing underpins all learning experiences, we will promote exercise, good nutrition, sleep and rest periods, we will ensure each child feels love, security and a sense of belonging. Our outdoor and indoor areas engage every child in experiences which promote play and learning through stimulation of the senses in built and natural environments.

At little sparkles we will endeavour to build upon the child's self image, independence, belief in oneself and confidence in their well-being by fostering in each child a positive approach to their identity, with a sense of responsibility, self-discipline and self-esteem.

We will scaffold the education of development of each child as an individual who can grow his/her separate identity and qualities, yet still work and contribute constructively within a large group.

We ensure that our observed and discussed approach to supporting and promoting children's health and physical activity consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates strong commitment to the priorities, principles and practice of the approved learning framework 2.1.3 We ensure we reflect children's changing health needs influence the design of the program we are also committed to being a munch and move and sun safety approved centre 2.1.3

We are respectful of the differing cultural contexts of our families and community that impact perspectives about child safety and protection, while ensuring that practice decisions always reflect best practice approach.

## AUSTRALIAN, ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES ARE VALUED



Little Sparkles acknowledges the Darug people who are traditional custodians of the land on which we gather, we also acknowledge the traditional custodians of the many lands across Australia.

We acknowledge our shared histories and the contributions of Aboriginal and Torres Strait Islanders peoples, who we recognise as being the first national people of Australia. We value the cultural histories and traditions of Aboriginal and Torres Strait Islander peoples.

Little Sparkles will continue to respect traditions and cultures of Aboriginal and Torres Strait Islander peoples by recognising these within our curriculum, teachings and surroundings, allowing for Aboriginal and Torres Strait Islander Children, educators and families to feel a sense of belonging We also committed to creating our RAP, and welcome any community member who wishes to contribute to it.

## CONTINUOUS IMPROVEMENT

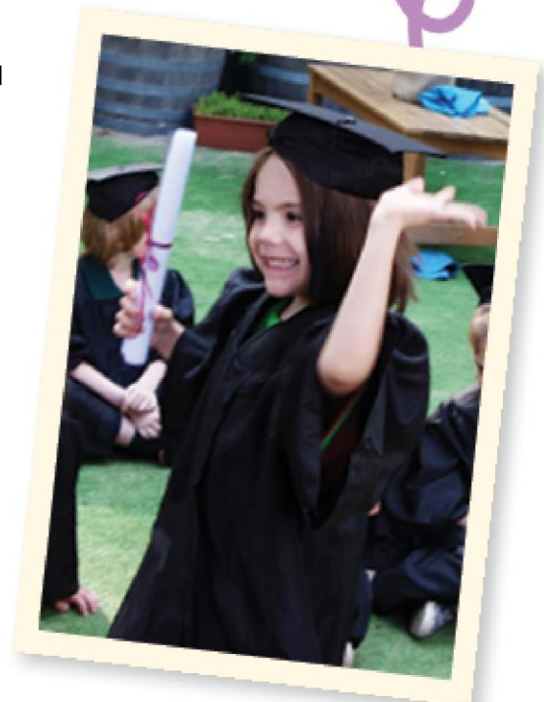
We will engage in ongoing reflection about our practices and procedures to drive continuous improvement and to ensure each child can maximise his or her learning opportunities, and as educators we value opportunities for professional development.



## CENTRE GOALS

While our philosophy is the foundation of everything we do, the following goals describe what we need to do in order to support our philosophy in everyday practice.

- 1 The learning environment will be unhurried, offering a wide range of meaningful learning experiences focusing on developing each child's interest.
- 2 The content of the curriculum will be relevant, engaging and meaningful to the children and be developed in collaboration with the educator, the children and families. Curriculum objectives will respect each child's individuality, and be realistic and attainable according to each child's interest.
- 3 Children will:
  - » Feel safe, secure, and accepted
  - » Develop and expand in areas of self worth and social competence
  - » Be given the opportunity to construct knowledge through repeated experiences involving people and materials
  - » Be supported in terms of both their actual development and their potential
  - » Develop responsibility for their immediate and personal environment
  - » Develop and expand their ability to express, represent, and understand thoughts, feelings and experiences of self and others.
  - » Develop and expand their ability to make decisions and solve problems
  - » Be evaluated as they "authentically" engage in concrete, meaningful tasks that parallel the curriculum
  - » Be provided with opportunities that develop and extend an awareness of sound health, safety and nutrition practices.
  - » Be provided with opportunities to develop appreciation and enjoyment for music, creative expressions, movement and different art forms.
- 4 Preschool children will be provided with a range of opportunities that prepare them for the school (Kindergarten) environment.
- 5 School aged children will be provided with activities that encourage positive social interactions, positive self-concepts, self-control, physical skills and opportunities to further their learning development.



## Interview

The Nominated Supervisor or Responsible Person in day-to-day charge interviews all parents and meets all children before commencement at the Centre. This gives the parent(s) opportunity to view the Centre, meet the educators, and receive the necessary enrolment information. The Centre's program and any special needs of the child (such as specific dietary requirements, allergies, asthma plans) are also discussed during this interview.

Enrolment forms are to be completed, and parents must provide children's immunisation records, birth certificate, and any court orders affecting the child so that they can be photocopied at this time. The bond, the two weeks fees must be paid before your child commences at Centre, and agreement reached on the preferred method of payment of fees.

**The decision whether a child with any additional need support can be enrolled in the Centre is made after consultation with the:**

- Nominated Supervisor/Person in day-to-day charge/Approved Provider
- Child's Parents
- Child's Doctor/Paediatricians/Specialist
- Department of Education and/or other relevant professional and medical personnel.

## Priority of access guidelines

Little Sparkles Early Learning Centre & Preschool is committed to non-discriminatory access.





We believe it is important to provide opportunities for children to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of other children and the educators.

# YOUR CHILD'S DAY

## Requirement List for 0 – 2 year old children

- ✓✓ A clearly labelled bag
- ✓✓ A labelled sun safe hat that is wide breed or legionnaires style
- ✓✓ A change of clothes clearly labelled
- ✓✓ Labelled cot size sheets and a labelled blanket (weather permitting)
- ✓✓ A piece of fruit each day for the fruit basket to share
- ✓✓ Amount of milk bottles required for the day clearly labelled with your child's name
- ✓✓ Clearly labelled amount of formula required for the day
- ✓✓ A labelled dummy (if required)
- ✓✓ A labelled security toy (if required)
- ✓✓ Enough nappies for their daily needs

### Note:

- ✓✓ **Please remember to label your child's belongings**
- ✓✓ Please ensure your child has **no food** in their bags due to allergies ✓✓  
Please ensure that your child has **no toys** in their bag apart from comforters

## Requirement List for 2 – 3 year old children

- ✓✓ A clearly labelled bag
- ✓✓ A labelled sun safe hat that is wide brimmed or legionnaires style
- ✓✓ A labelled refillable water bottle
- ✓✓ A piece of fruit each day for the fruit basket to share
- ✓✓ A clearly labelled change of clothes (top, pants and singlet)
- ✓✓ EXTRA labelled cot sized sheets and a blanket weather permitting.
- ✓✓ Nappies to cover their daily needs (if required)

### Note:

- ✓✓ **Please remember to label your child's belongings**
- ✓✓ Please ensure your child has **no food** in their bags due to allergies
- ✓✓ Please ensure that your child has **no toys** in their bag apart from comforters

## Requirement List for 3 – 5 year old children

- ✓✓ A clearly labelled bag
- ✓✓ A labelled sun safe hat that is wide brimmed or legionnaires style
- ✓✓ A labelled refillable water bottle
- ✓✓ A piece of fruit each day for the fruit basket to share
- ✓✓ A clearly labelled change of clothes (top, pants and singlet)
- ✓✓ EXTRA labelled cot sized sheets and a blanket weather permitting
- ✓✓ Nappies to cover their daily needs (if required)

### Note:

- ✓✓ **Please remember to label your child's belongings**
- ✓✓ Please ensure your child has **no food** in their bags due to allergies ✓✓  
Please ensure that your child has **no toys** in their bag apart from comforters

**All policies and procedures can be found in the policy folder that is in the foyer of the Centre. Please feel free to speak to staff at any time!**

## Excursions & Transportation

Little Sparkles Early Learning Centre & Preschool currently provides first hand experiences in-house for children attending the Long Day Care and Preschool program, this minimises additional costs to families. If we do however decide to plan an excursion, we will advise all families as per the Excursion policy and National Law & Regulations.

Out of School Hours Care (Before, After and Vacation Care) provides transportation to specific local schools and excursion whilst vacation care is operating. A detailed policy and procedure for Excursion and Transportation can be found in the Centre Policies and authorisations will be sought on enrolment.



## Birthdays

Birthdays are an important part of a child's life, and parents are welcome to bring a cake to the Centre, so their child may celebrate with their friends. If you are intending to bring a cake for your child's birthday, please check with the educators beforehand to ensure that the cake does not contain any ingredients to which other children are known to be allergic especially nuts and nut products. Alternatively, arrangements can be made via the Centre's kitchen to supply a birthday cake. Please let us know if you are going to join us for the celebration. If you are unable, we are happy to take photographs for you.

## Children's toys

Toys and items of value are best left at home. While many children would like to bring their own toys to the Centre, sharing these with other children can be a difficult concept for a child to grasp, and can cause distress. It is also difficult for staff to monitor personal toys and to ensure they will be sent home at night.

Of course, security items (e.g. dummy, blanket) are exceptions. However, these items are to be clearly labelled with the child's name. We encourage parents not to allow their children to bring toys such as swords; guns etc. as these types of toys can entice play that is aggressive and can cause injury to other children or themselves.

## Sleep and rest time

All children are encouraged to rest during the day, but sleeping is not enforced. The length of time children rest is dependent upon their needs, and these vary from child to child. Sleep and rest guidelines on safe sleeping practices are also implemented and children will always be supervised to ensure a safe sleeping environment.

Quiet activities are available for those children who do not sleep. Your child's sleeping and eating habits will be recorded on the xplor app each day they attend.

*(Refer to the 'Sleep and Rest Policy' in the Centre's Policies and Procedures Folders and also refer to Safe Sleep Practices at [rednose.com.au](http://rednose.com.au))*

## Toilet training

Centre staff will not begin toilet training your child until parents and staff agree that the child is developmentally and emotionally ready. This will ensure a consistent approach.



## The learning program and environment

The program aligns with the Early Years Learning Framework and My Time Our Place for school age children. The learning environment reflects the view that the children are capable, and constructors of their own knowledge and the adults are facilitators and co-learners. Children are free to choose the areas of interest in which to participate throughout the day and the educators and children engage in collaborative decision-making about the equipment which is used.

Each day, experiences provided are based on the children's interest are provided. These include art, puzzles, blocks, dough, dramatic play, writing corner, construction toys, journals, computer, books, sand, active and imaginative play, gardening, storytelling and music. Children can initiate or continue their own projects and investigations that may last days or weeks. Some children may also be involved in collaborative projects with other children. Children will also have the opportunity to participate in group activities with either a small or large group.

The program and daily routine are flexible and recognise the individual needs and interests of the children. Visitors and incursions are also planned throughout the year to extend the children's learning beyond those offered in the preschool on a daily basis.

The family is an important part of the of the learning environment and so you and other family members are always welcome to participate in the daily life of the preschool and are encouraged to spend time with your child at preschool.

### Settling your child into childcare

Some children settle into care quickly, others take longer. We are sensitive to and aware of the anxiety that some children feel when starting at a new Centre. We try to make this transition as smooth as possible for you and your child through our orientation program. Part of the program is for you to visit the Centre with your child for a short period(s) prior to their commencement date.

Additional ways to help children settle on the first day are:

- 1 Prepare them in advance by talking about what they will take to the Centre, and the activities (e.g. painting, drawing, craft, music, games, etc). If you are positive, your child will be too
- 2 When it is time to leave, do so quickly. Wherever possible, settle your child into an activity. Even when a child understands that you will "come back", the moment of parting can still be sad
- 3 Always say goodbye. Before you leave your child for their first day, say you will pick them up later and take them home. Always say 'goodbye' as this will develop a secure and trusting relationship between you and your child. (Even if your child is distressed, to slip away breaks down trust.)
- 4 Use regular set phrases for when it's time to go (e.g. 'Mummy/Daddy is going now. I will be back after rest time', etc).

If you have any concerns about settling your child into the Centre, please talk to the educators. We encourage all parents to ring through the day to find out how their child is faring and to discuss any concerns.



# ARRIVAL AND DEPARTURE

## Arrival

To ensure your child's safety, we require than an authorised adult (over 18 years of age) must accompany your child into the Centre. Sign your child in upon arrival with the app.

### Inform educators if:

- You are going to be away from your place of work or home for the day, and leave a direct contact telephone number for a medical emergency
- Someone different is collecting your child
- Your child is unwell or has been sick
- Your child requires medication throughout the day
- Your child has been given medication at home within the past 24 hours
- Your child is teething
- You are aware of anything that might have happened/or is planned that we should know about to ensure we meet your child's needs.
- Before you leave, inform an educator of your child's arrival.



## Parking

There is ample parking onsite. Please remember to hold your child's hand when in the carpark.

## Departure

To ensure your child's safety, we require that you (or another authorised adult over 18 years of age) collect your child from the Centre. Sign your child out on departure in the app. Before you leave, inform an educator of your child's departure.

It is a legislative requirement that your child is signed in and out of the Centre. Your personal sign in's are also required to be eligible for Child Care Subsidy payments for your child for that day.

### Persons authorised to collect children (authorised nominees)

At the time of enrolment, parents must tell the Centre the names and contact details, including telephone numbers, of any persons authorised to collect their children and create their log in on the app. Parents must notify the Centre of any changes to this authorisation. If someone other than the authorised nominee (as indicated on the child's file) is to collect your child, the Centre must be notified in writing.

Children will be released to authorised persons only. Photo ID must be shown before a child will be permitted to leave the Centre with a person unknown to staff. All authorised persons collecting children must be eighteen (18) years or older.

Parents who have court orders or legal parenting plans must provide the Centre with a copy for our records. If no legal documentation on who may pick up the child exists, the child will be released to either parent until the Centre is advised otherwise in writing.

*(Refer to the 'Access and Custody Policy' in the Centre's Policies and Procedures Folder.)*

### Late collection

The Centre closes at 6pm each night. To enable this to occur, parents need to arrive at least 10 minutes before that time to collect the child, sign-off, gather any personal belongings, and perhaps have a brief chat with educators.

A late fee of \$5.00 per minute per child applies for children collected after 6pm (by the Centre clock). Parents will be given a Late Fee Form to sign upon arrival at the Centre. Payment of any late fee is due the following week.

*(Refer to the 'Fee Payment Policy' in the Centre's Policies and Procedures Folders.)*

Emergencies do occur and the Centre understands this. In such an event, parents may be delayed and are asked to advise the Centre well before closing time.



**If your child is still at the Centre at 6pm and we have not heard from you, we will take the following steps (in order):**

- 1** Attempt to contact you at home, work or school
- 2** Call the people listed on your child's Enrolment Form as 'Emergency Contacts' and authorised to collect your child
- 3** Call the Police Department or Crisis Care to advise them of the situation and consult on what action to take
- 4** Inform the Department of Education & Communities.

#### **Long Day Care and Preschool Arrival and departure of a child with a member of staff**

Little Sparkles Early Learning Centre & Preschool does not allow staff members to pick up or drop off children to and from residences (exemption of own children).

#### **Out of School Hours Care (Before, After and Vacation Care) – Transportation service**

Little Sparkles Early Learning Centre & Preschool offers a school drop off and pick up service for a number of local schools. Authorisations on enrolment forms will be required to enable authorised nominees (educators) to transport to school and collect your child from the designated school points. A detailed transportation policy is available for viewing at all times at the service and will be provided to those families utilising this service. Authorised nominees will electronically sign your child out of the service once dropped off to the designated school and again will sign the child in electronically when picking the child up from the school.



# COMMUNICATION

## Parent/Centre relations

Communication between parents and educators and parental involvement are vital to a high quality service. Activities involving the whole family are offered periodically during the year but we encourage parents and grandparents to visit at any time.

Your child's progress and overall development will be communicated to you throughout the year, and a more formal progress report is provided mid-year. All are encouraged to participate in the evaluation of the program. Special conferences can be scheduled whenever the need arises.

All important information and newsletters will be posted on the wall in the foyer/front door or emailed, but feel free to approach educators with any questions at any time. Our Centre is committed in providing information to all our families and will translate any material such as newsletters and information sheets into your home language, on request.

### **Please inform the Centre if:**

- Your child is sick or going on holidays
- Custody/access arrangements have changed
- Your child's immunisation has been updated
- Your home telephone number/address has changed
- Your work telephone number/workplace has changed
- The name of child's doctor, telephone number and address has changed
- Name of persons authorised to collect your child, and their telephone numbers have changed
- There is any other information pertinent to education and care of your child.

## Parent Participation

The Centre values and appreciates any support or involvement by parents. Ways in which parents can be involved include:

- Chatting to staff about your child's day
- Sharing/discussing your child's needs and interests with educators
- Offering ideas and making suggestions
- Commenting to online posts uploaded onto our secure Xplor Home program about your child's day.
- Reading the program on display
- Reading/Cooking with the children
- Sharing skills, talents and cultural aspects of family life
- Assisting with collecting resource materials (e.g. wool, egg cartons)
- Assisting with in-house incursion or activities
- Attending social and parent functions

Please feel free to write down any ideas or suggestions that you would like to see happen at the Centre or with your child's program and place in suggestion box located in front reception.

If your child has any special interest areas that you wish to share with us, please let staff know or write it on reflective day book so that we can program for these interest based areas.

## Program Feedback

We value your comments and suggestions in the planning and evaluation of the program. As parents you know your child's interests and areas that can be enhanced and developed best. It is through analysing that we improve the quality of education and care for your children. With this in mind we strongly recommend that you speak to your child's educators about your child's interests frequently as this tends to change as your child develops.

### Feedback of the program can be done via:

- General conversation with your child's educators or the Nominated Supervisor.
- Letting us know via the secure 'Xplor' or in the 'Communication Diaries' located in each group playroom.
- Attending Parent/educator evenings.
- Organising interview times to view program and development of your child/ren.
- Filling out questionnaires/surveys sent out frequently by the centre about the centres program, routines, policies and overall running of the centre.
- Participating in 'Parent Participation Activities' within the centre (please see your child's teacher if you are able to participate in anyway). You are most welcome here at Little Sparkles Early Learning Centre & Preschool. The children love having parents visit and help out at the centre. Grandparents are also encouraged and welcomed.
- Emailing the centre: **info@littlesparkleselc.com.au**

## Portfolios - Your Child's Learning Journey

As part of the care and education program the centre uses Child Portfolios to document evidence of each child's learning and development. Portfolios are available on-line through the centre's secure online porthole 'Xplor'. Hard copy portfolios can also be provided for families not wishing to use the on-line system.

Child Portfolios are a collection of observations, evidence of children's work/achievements and anecdotes of your child's experiences while in care.

Child Portfolios become a story of your child's life at Little Sparkles Early Learning Centre & Preschool, showing skills developed over time, telling stories of play situations and highlighting interactions and friendships being made, a record of your child's interests, likes, dislikes and other events or activities while in care. These portfolios are used to plan experiences and make appropriate provisions to meet and extend upon the individual needs and interests of your child.

Child Portfolios are available to parents at all times on-line and parents are encouraged to view, discuss, comment on or add to the portfolio at any time in consultation with your child's educators. Individual Child Portfolios are private and confidential and are available only to appropriate centre educators and parents.

## Grievance & Complaints Procedures

Little Sparkles Early Learning Centre & Preschool always seeks to resolve any parental concerns that impact on, or affect the wellbeing of children, parents or educators, or the operation of the Centre as quickly as possible. It seeks to do this in a fair and positive manner and in the spirit of consultation, cooperation and resolution.

Concerns about the care or safety of your child are to be raised with the educators in your child's group in the first instance, or with the Nominated Supervisor/Director/Service Provider. If you do not receive a satisfactory resolution, or the concern is some aspect of the Director's performance, you should speak with the Service Provider, on 02 4588 6828.

The Early Childhood Education and Care Directorate can also be contacted.

The contact details for this Department are:

**Early Childhood Education and Care Directorate**

**Locked Bag 5107 Parramatta NSW 2124**

**Phone: 1800 619 113**

**Email: [ececd@def.nsw.edu.au](mailto:ececd@def.nsw.edu.au)**

More detail on how to pursue complaints or grievances can be found in the 'Grievance, Parent Feedback and Suggestions Policy' in the Centre's Policies and Procedures Folder

# HEALTH AND SAFETY

## Food and nutrition



The Centre provides breakfast (between 6.30am to 7.30am), morning tea, lunch, afternoon tea, and late afternoon snack for all children.

The meals are freshly cooked by a qualified cook are healthy and nutritionally balanced, seasonally and culturally appropriate. Water is always offered regularly and available throughout the day. The weekly menu is displayed on the kitchen window.

Information about the children's food intake is recorded in the Xplor Home app.

Please discuss any specific instructions or requests regarding your child's dietary requirements, particularly allergies, with the Director or Service Provider upon enrolment so that this need can be accommodated. Little Sparkles Early Learning Centre & Preschool has a 'nut free' environment so therefore please ensure that your children do not bring anything to the centre that contains traces of nuts.

Meal times are pleasant occasions. Educators sit with small groups of children during meals, talk with them and encourage conversation between children.

Children are encouraged to taste or try different food, but never coerced to eat. Toddlers and preschoolers are encouraged to serve and feed themselves. Chairs, tables and eating utensils are suitable for the developmental levels of the children.

Infants are held while being bottle fed in a warm and affectionate manner. Babies are introduced to food in consultation with parent.

*(Refer to the 'Nutrition Policy' in the Centre's Policies and Procedures Folders.)*

## Sun Protection

**Little Sparkles Early Learning Centre & Preschool follows SunSmart guidelines. These include:**



- Children and educators wear legionnaire style or broad brim hats whenever outside
- Families are encouraged to apply sunscreen to children on arrival or prior to leaving home in morning (You are welcome to use the sunscreen provided in the foyer area and rooms)
- Please leave your child's hat in their box or hat pocket, except when taking it home to wash
- Children without hats play indoors or in the shade
- When outdoors, all children and educators wear clothing that covers as much of the skin as possible, especially the shoulders, back, and stomach
- All children and educators apply a SPF 30+ broad-spectrum water resistant sunscreen 20 minutes before going outdoors
- Little Sparkles Early Learning Centre & Preschool meets regulatory requirements for shade in the playground no matter the time of day
- Babies under 12 months are always kept in the shade
- Sun protection is prioritised when excursions are planned
- Sun protection awareness activities (both planned and spontaneous) are included in the Centre's program
- Sun protection information is promoted to staff, families and visitors.

## Child Protection

The Children and Young Persons (Care and Protection Act) 1998 requires educators by law to report to Community Services or the Office of the Children's Guardian if they suspect (using their professional judgment and training), on reasonable grounds, that a child or young person is at risk of significant harm.

## Safety Procedures

The Centre has an emergency and evacuation plan for dealing with a range of possible incidents and threats, including fire. These procedures are displayed in each room. Fire extinguishers are installed throughout the Centre and are maintained. Educators are trained in their use.

Safety drills involving educators and children are practised randomly at least four times per year. They are called without warning at different times of the day and on different days of the week.

Evaluations are conducted after every drill. If the evaluation reveals any problem with the drill, appropriate changes are made, Fire Safety Officers inspect the premises annually.

The service also has many other Work Health and Safety policies and procedures that are checked and followed. Parents, staff and visitors are encouraged to advise staff if they notice anything that could pose a risk to the health and safety of anyone on the premises especially our children. Please advise the office or an educator immediately if you notice anything that may concern you.

## INFECTIOUS DISEASES

Young children have immature immune systems and the nature of their play makes them more susceptible to the risk of cross-infection, especially in their first year of group care.

In addition to educators and children maintaining healthy and hygienic practices, the Centre excludes children and educators according to the National Health and Medical Research Council Guidelines outlined in the table below.

Children and educators who have contracted a infectious disease may only return to the Centre on presentation of a medical clearance certificate, which confirms that they are no longer contagious and are well enough to return to the Centre. However, the Director has the ultimate responsibility for deciding if a child is well enough to return to the Centre. If a difference of opinion exists between the parents/doctor and the Director, she/he will contact the Authorised Public Health Unit for advice.

A child who has had vomiting or diarrhoea may only return to the Centre 24 hours after their last loose bowel motion or episode of vomiting.

## IMMUNISATION

The NSW Parliament has passed a Bill to amend the Public Health Act to strengthen vaccination enrolment requirements in child care (also known as early childhood education and care). From 1 January 2018:

- Children who are unvaccinated due to their parent's conscientious objection will no longer be able to be enrolled in child care
- It will be an offence for a principal to fail to comply with the child care vaccination enrolment requirements
- It will be an offence for a person to forge or falsify a vaccination certificate.

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.

The new requirements do not change other existing provisions. A register of the age appropriate vaccination documentation still needs to be maintained for each child and in the event of specified vaccine preventable disease outbreak in a child care centre, all families, educators and visitors to the centre will be informed in writing that an outbreak has occurred and the public health officer can exclude children who are not vaccinated for that disease to protect them from infection and prevent them from passing diseases to others.

The Interim Vaccination Objection Form for Enrolment in NSW Child Care Centres will be deleted and will no longer be accepted for the purposes of enrolling children in child care. For more information please visit: [www.health.nsw.gov.au/immunisation](http://www.health.nsw.gov.au/immunisation).

Click here [nsw-immunisation-schedule.pdf](#) for current immunisation schedule.

## ILLNESS

Condition	Exclusion of Case	Exclusion of Contacts
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non- infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice

Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded

**Head lice:** Exclusion is only required until all eggs and lice have been removed from the hair and once treatment has commenced. No medical certificate is required to return to the centre but treatment is necessary to stop further infestation to educators and children.

**The Centre is required by legislation to inform their local Public Health Unit whenever:**

- Either educators or children contract a vaccine-preventable disease
- An outbreak, that is two or more cases of other infectious diseases, occurs in a centre
- Either educators or children contract a notifiable disease.

The local Public Health Unit guides and assists the Centre to manage any such outbreaks (e.g. immediately treat educators and children with medication or vaccination in the case of meningococcal), and provides the Centre and families with accurate information.

**The Centre is also required by law to inform all families:**

- That an instance(s) of the disease has been identified in the Centre
- Of the symptoms of the condition
- Of the exclusion time from the Centre for any infectious persons
- If a medical clearance is required before returning to the Centre
- In a way that maintains the confidentiality of individual persons or families.

To minimise the risk of spreading the disease or condition, parents are asked to inform the Centre immediately if their child or a member of their immediate family has contracted an infectious disease.

## **MANAGEMENT OF CHILDREN WITH SIGNS OF ILLNESS OR INFECTIOUS CONDITIONS**

To safeguard the health of other children and educators, a child with any of the following signs/symptoms or conditions will not be admitted to the Centre:

- Ear, eye or discoloured nasal discharge
- An undiagnosed rash
- High temperature (Refer to 'Dealing with a High Temperature' in the Centre's Medication, Health and Safety Policy and Procedures Folder)
- Infectious sores or diseases (children need a Doctor's clearance before re-admittance)
- Vomiting and/or abnormally loose bowel actions for that child (exclude for 24 hours after last bout)
- Any obvious signs of ill health (e.g. obvious difficulty breathing, barking cough)
- Head lice(NITS) (no clearance from medical practitioner is required however ALL eggs and lice must be removed prior to re-admission to centre)
- If a child becomes unwell or has infectious condition whilst at the Centre, an educator holding a first-aid certificate is to assess the child's condition as per the steps below:
  - Take the child's temperature. If a child has a temperature higher than 37.5 °C refer to the 'Procedure for Dealing with a High Temperature'
  - Inform the Service Provider/Director of the child's condition
  - Find a quiet area where the child can rest comfortably and be observed by an adult for any escalating or further symptoms/
  - Inform the parents and ask them to collect the child from care as soon as possible
  - Employ an additional educator at the parent's expense to care for the child if parents and/or emergency contacts cannot be contacted or cannot collect the child.
  - Call an ambulance, if necessary.

**Parents are required to sign the Incident/Injury/Trauma and Illness Report Form when they collect their child from the Centre.**



## INCIDENT, INJURY, TRAUMA AND ILLNESS MANAGEMENT

Educators at Little Sparkles Early Learning Centre & Preschool take every effort to minimise the chance/likelihood of any accident happening at the Centre. They supervise children closely at all times and do so knowing the times and situations where accidents are more likely to occur. They hold current First-aid and CPR certificates and are attentive and quick to respond to any signs of injuries, trauma or illness.

**In the event that a child is injured; or becomes ill; or suffers a trauma, educators will:**

- Follow the DRSABCD Action Plan
- Complete the Incident/Injury/Trauma and Illness Report Form
- Complete the Hospital Transfer Form (if necessary)
- Enter the details in the Centre's Incident/Injury/Trauma Register
- Notify the family of the child as soon as practicable, but not later than 24 hours after the occurrence.
- Advise the NSW Department of Education & Communities immediately (if the child receives medical treatment by a registered medical practitioner)
- Ensure the parent/emergency contact signs the Incident/Injury/Trauma and Illness Report Form.

**Parents are required to sign the Incident/Injury/Trauma and Illness Report Form when they collect their child from the Centre or as soon as practical.**

If a parent/family notifies the Centre of any accident, injury or illness once the child has left the service and no record of the incident was noticed whilst the child was in attendance, a detailed record must be taken by the educator receiving the information and this information must be placed in the child's personal confidential file. Any notifications received of this nature must be reported to the Director and/or the Approved Provider under regulatory/licensing requirements.

## ADMINISTERING MEDICATION

Whenever possible, medication is to be administered at home. Careful consideration is then to be given to whether or not the child is well enough to attend the Centre. If the child attends the Centre after being given medication at home, the Centre must be informed of its purpose and possible side effects. **Children who have been given Panadol or Nurofen can't attend the centre for 24hr after their last dose.**

**When medication is administered at the Centre, the following procedures will apply:**

- Parents have completed the Medical Procedures Form located in the Administration Folder in the Centre foyer
- Prescribed medication (prescribed by: Registered Medical Practitioner) is only administered to a child when in its original container, bearing the original chemist's label with full details of:
  - » Child's name
  - » Name of medication
  - » Dosage
  - » Frequency
  - » How to be administered
  - » Date of dispensing
  - » Expiry date
- Three (3) doses of a prescribed medication must have been given or applied to the child by the parent at home or 24 hours passed since the first dose before it will be administered by educators. This is to ensure the child will not have an unexpected reaction to the medication.
- Ongoing prescribed medications are accompanied by an Emergency Action and Support Plan or an authority letter from the child's registered medical practitioner/doctor and educators are fully trained to all requirements contained within the Plan. When implementing an Asthma, Diabetes or Anaphylaxis Management Plan, the educator(s) attending the child must be trained specifically in asthma, anaphylaxis and/or Diabetes first-aid management

- Medication requiring administration other than an oral route or external application will only be administered by senior educators with a current First Aid Certificate who have been given specific instruction from a health care professional and feel confident with the procedure.

**Medication must NEVER be put into a baby's bottle or drinking cup. No over the counter medication will be administered without a registered medical practitioner/doctor's letter.**

## **STORING MEDICATION**

Medication is to be handed directly to an educator and not left in the child's bag or locker. All medication is stored in a cupboard secured with a childproof lock or, if required, in the Centre's refrigerator in the kitchen. **However, Epi-pens are stored readily accessible to educators (but still inaccessible to children).**

# PAYMENTS AND ADMIN

## Fees

- 1 A bond and enrolment fee of \$150** is applicable on enrolment. **\$50 bond** will be credited to your account upon withdrawal and if applicable the balance refund.
- 2 Daily Fees:**
  - 0 - 3 years: \$140.94 per child
  - 3- 6 years: \$130.50 per child

OSHC - Before School Hours: \$38.85 per child

OSHC - After School Hours: \$47.25 per child

OSHC - Vacation Care: \$73.50 (additional charges for excursion days)

- 3 Our fee policy requires you to pay 01 WEEK fees in advance.** Upon enrolment, you will be required to pay two weeks fees in advance. Upon providing two (2) weeks' notice of your intention to withdraw your child from the Centre, the advance payment will be used, and any difference refunded or payable will occur on your last day of attendance.
- 4 The Australian Child Care Subsidy (CCS) is available.** Upon enrolment you must apply if eligible to receive the Child Care Subsidy. To do this please visit website: <https://www.humanservices.gov.au/individuals/online-help/centrelink/complete-your-child-care-subsidyassessment> or use your online MYGOV app.

The Child Care Subsidy is the main way the Government assists families with their child care fees. The Child Care Subsidy that commenced on 2 July 2018:

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

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

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

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

## Payment of fees

Fees are due two weeks in advance at all times and can be paid via our direct debit system: DEBIT-SUCCESS. Fees are to be paid by the first day of attendance each week, or fortnightly. Children may not be admitted to the centre if fees are not current. All overdue fees incur a late fee charge of \$15.00 per week the account is overdue. Public Holidays and days absent must be paid for, as you are paying for the position held. A statement of fees is always available in your Xplor Home app, speak to the Director if you need any help to locate this.

Ask the Centre Director if you have any queries about your fees. Sometimes it is not possible to answer your query immediately. They may need to investigate the matter and will respond to you as soon as possible. The centre operates under a number of policies and procedures which are determined by the Department of Education & Community Services, Centre owners, staff and parents.

### Withdrawal and changes to number of enrolled days

We require two weeks' notice in writing (not verbal) if you intend to withdraw your child from the Centre or to decrease/increase the number of days required.

The two weeks notice starts on the following working day after you inform the Centre in writing.

### Child Care Subsidy (CCS)

The Centre meets all of the regulatory requirements for Child Care Subsidy. However, parents seeking the Child Care Subsidy need to lodge an application using your MYGOV account or by following the link provided:

<https://www.humanservices.gov.au/individuals/online-help/centrelink/complete-your-child-care-subsidyassessment>. You will need to apply for each type of care (i.e. Centre Based Care, Before School Care, After School Care, Vacation Care) for your child. Once the Centre has received an approved confirmation by the Family Assistance Office your Child Care Subsidy will be applied. An online agreement will also need to be confirmed that you agree to your session times and bookings.

Child Care Subsidy will only be paid for days where the child care attendance records (both arrival and departure) are accurately completed and signed by the parent or other nominated adult collecting the child. If you decide to withdraw your child from the service and provide the 2 weeks notice period however fail to attend during the final two week – full fees will apply without the Child Care Subsidy being applied.

## ABSENCES AND HOLIDAYS

Normal fees apply for all absences (including Public Holidays) that fall on a usual day of attendance. Families who are entitled to claim the Child Care Subsidy are entitled to 42 allowable absence days, which can be used for any reason. For each absence in excess of the allowable 42 days you will NOT be entitled to Child Care Benefit, which will result in you having to pay full fees. The 42 allowable absences are assessed over a financial year period. You may be entitled to additional absence days in certain circumstances (including illness of the child, a parent or sibling) however families are asked to contact Centrelink to discuss additional absences, eligibility criteria and official written notice provided to the service.


## REGULATIONS & NATIONAL QUALITY FRAMEWORK

Little Sparkles Early Learning Centre & Preschool complies with relevant Australian and State government regulatory requirements. It is licensed by the New South Wales Department of Education and Communities which regulates its ongoing compliance with the National Quality Framework, Education and Care Services National Regulations December 2019 and the Educational and Care Services National Law.

As part of providing safe and high quality childcare, Little Sparkles Early Learning Centre & Preschool is required by legislation to collect personal, sometimes sensitive information about families and children. All information is protected in accordance with the National Privacy Principles contained in the Privacy Act 1988.

Personal details collected from families are stored in locked filing cabinets and on a password protected computer. Access to this information is then only made available to those directly related to the care of your child.

**Little Sparkles Early Learning Centre & Preschool may be required by law to give pertinent information about you to government organisations and agencies, and to certain community service organisations where they might be able to assist you. Wherever possible, we will seek to ask you first.**

A close-up photograph of two hands, one from the left and one from the right, positioned to form a heart shape. The fingers are gently curled together, with the tips of the index and thumb fingers meeting at the top and bottom. The skin is a warm, natural tone. The background is a soft-focus view of a blue sky with light, wispy clouds above a calm, blue ocean. The overall mood is peaceful and hopeful.

We are committed  
to developing a partnership  
with families to share  
the nurturing and education  
of their children.



## FAMILY ORIENTATION

To be given to parents on orientation and enrolment in conjunction with payment of enrolment fee and 2 weeks pre-payment of fees.

We believe new families should be introduced to the centre in a manner that is warm and friendly. They should enjoy the opportunity to become familiar with centre policy and routines and a range of information that makes their time at the centre a responsible and enjoyable one. The following is a checklist for all new families to ensure that information is passed on.

An orientation and interview will be given outlining and clarifying centre policies, goals, program objectives and information regarding children and the families enrolling at Little Sparkles Early Learning Centre & Preschool.

Extensive Policies can be located at the sign-in/out area. All families are encouraged to read these policies at their leisure. Please ask an educator for viewing purposes.

Our 'Centre Administration Folder' which contains numerous forms is also located at the foyer sign-in/out area. Items in this checklist discussed at Orientation:

- To be given all centre policies and sufficient time to view these policies within the centre
- Positive Suggestion & Grievance Policy procedures explained
- Meetings information
- Communication process in centre explained
- Management
- Child Protection and Mandatory Reporting Policies & Procedures explained
- Importance of Confidentiality/Privacy Policy
- Checklist – 'What you need to do prior to enrolment'
- Enrolment Form
- Ages and number of children we are licensed to serve.
- Hours and days of operation.
- The various programs options, which includes a description of our program's education methods and philosophy.
- The Medication, Health & Safety: Policies & Procedures and overview of the policy prior to the child attending the program.
- Hours and days of operation.
- The policy for excluding sick children from the program, how we notify parents when their child becomes ill at school and our policy for notifying parents of a contagious illness and/or accident at school.
- The policy for administering medication to the child when authorised by parent or General Practitioner
- The policy for administering first aid and the source of emergency medical care.
- The procedure and policy of Excursions and Transportation for OSHC.
- The Centre's Positive Behaviour Guidance Policy
- The Centre's Nutrition Policy.
- Open Door Policy: A parent's right to visit our school at any time
- The state licensing department (ECECD) telephone number and address.

A parent package is provided at the time of enrolment which details many of our policies and procedures. The Centre's Policy Manuals are very extensive and can be located on the shelf near the sign-in/out area. We recommend that you review all policies and welcome suggestions and feedback.

## INDIVIDUAL CHILD ROUTINE (0 – 2 YEAR OLDS)

At our centre we take pride in our environment, in selection and training of our educators, the development of our curriculum experiences and in the continuous love that we share with all our children in our care. Our centre provides a balanced flow to the day that meets the needs of your child. We understand children by interpreting their cries, demeanour, physical look, and moods.

We interact with them on a continual basis to ensure that all children in our care receive sensory stimulation. We are led by toddlers' needs to provide nap time, nappy change times, feeding time and play time. We continuously ensure the environment is clean and hygienic. We provide daily communication of your toddler's day. We list what was eaten and when, nappy change information, and general notes about their day.

We help you and your child make the natural transition to the next age group. Our centres observations and programming logs the major milestones achieved by your child while in our Infant Care Program. Through observations and programming, you and your child's caregiver can determine when your child is ready to transition to the preschool room. Information is provided to help you and your child prepare for the new environment. Your child may also have the opportunity to visit the new classroom several times before joining the group permanently. Our centre takes our responsibility seriously. Your child is very precious, and we understand your concern about choosing the best nurturing and learning environment for your families needs. Please find attached an 'Individual Child Routine' for you to complete so that we can continue your routine at home within the Centre.

## GROWTH AND DEVELOPMENT

The period between birth and three years of age is a critical developmental time of growth. Current research indicates that infants are beginning to define personality, future learning ability and emotional attachments.

### Personality

Infants mirror the actions and feelings of adults around them. An infant's environment should reflect healthy, sanitary, stimulating surroundings. During infancy personality traits are being formed. Infants thrive on consistency in daily schedules and an environment that fosters discovery.

Infants' brains are developing rapidly with connections triggered by all five senses. Without appropriate reactions by adults, the infant's ability to connect to the world during this growing phase is greatly reduced. There are critical periods during which learning occurs. The appropriate sequencing of these learning episodes must be understood so that infants are given every opportunity to benefit. Educators are trained to respond to infants' special needs, creating appropriate learning experiences.

### Emotional Attachments

We know that infants are unable to take care of themselves. They need nurturing adults in their environment to take care for them. An emotional bond develops with infants when caregivers respond through hugging, cuddling, rocking and talking.

### Language Development

As emotional attachments form, the opportunity for language development occurs. Infants imitate the sounds and tone of words used by the people around them. Caregivers utilise an infant curriculum which guides them through appropriate activities. These activities are based on the ages and stages of infants. The curriculum strongly reflects language development through a variety of verbal and musical activities.

*Source: Hutchins, T. (2008) Babies need more than minding: Planning programs for babies and toddlers in group settings, Canberra: AECA Inc.*

# INDIVIDUAL CHILD ROUTINE

Date .....

Childs Name .....

Birth date & Age of child .....

Parents Name .....

Primary Caregiver .....

Pre-sleep routines: .....

.....

How many sleeps per day (typical):     1     2

..... to ..... to .....

Length of sleep .....

What sleeping position does your child prefer? .....

.....

Waking behaviour/routine: .....

.....

Special Concerns: .....

.....

Solid food:     Yes     No

Time of day you want given .....

Allergies .....

.....

Food dislikes or eating problems .....

.....

Food likes or eating preferences .....

.....

Special diet/requests .....



Special concerns .....  
.....

Bottle/Cup Routine:                      Please circle:      Bottle      Cup

Infant Formula

Amount ..... Brand .....

Milk

Amount ..... Brand .....

Juice

Amount ..... Brand .....

Breast Milk Amount

.....

**Introducing solid foods**

We recommend introducing infant cereal at 4-6 months, vegetables, fruits, and their juices at 5-7 months. Protein such as cheese, yoghurt, cooked beans, meat, fish, chicken, and egg yolk at 6-8 months. Whole egg at 10-12 months, and milk at 12 months. We also can introduce the use of a cup and spoon at 8-10 months.

If you wish to follow our recommendations, please sign: .....

Does your child have a security object?

Name? .....

Does your child use a dummy?      Yes      No

When? .....

Other information .....

.....

Nappy changing routine - if the child needs lotion or ointment, please specify which brand:

.....

Does your child have any needs that are different from those provided by the Centre's routine program? (e.g. special exercises, special materials, accommodation of special services)

.....

.....

Other Information

.....

.....

.....

The needs and services plan will be updated every three months or sooner if requested by parent/guardian.

Parent signature ..... Date .....

Educator's Signature ..... Date .....

We look forward to caring for your child and welcome the family into the Centre. If you have any suggestions that you would like to put forward please tell the educators. We also hope that you will tell us if you have any concerns about the service we are providing. We welcome parent participation on many levels of the Centre's operations and hope we can develop a warm and trusting relationship with you and your child.

## Asthma Record

Dear Parent,

To help us provide the best asthma care for your child, please complete the attached Asthma Record if your child has ever been diagnosed with asthma. This form should be completed in consultation with your child's Doctor and returned as quickly as possible to us. If you have any queries regarding this matter, please contact the Centre Director.

To keep our records up to date, please send us written advice of any changes to your child's asthma management or request an additional copy of the Asthma Record. At the time you return the Asthma Record, please demonstrate how to administer your child's medication.

If you do not provide an Asthma Record for your child's asthma management, educators who have been trained in Emergency Asthma Management will use the standard Asthma First Aid Plan as detailed in our Asthma Policy if your child has been known to have asthma or is having difficulty breathing. Centres have policies and procedures for managing medical emergencies including calling an ambulance for any child we consider to be having an asthma attack or if a child is having difficulty breathing. We encourage you to have ambulance cover for your child.

If you would like any further information about asthma management, please contact the Asthma Foundation of NSW on 800 645 30 or [www.asthmansw.org.au](http://www.asthmansw.org.au).

If you have any queries regarding this matter, please speak with me.

Thank you,  
*Centre Director*  
(Ref: Asthma Foundation)

# ASTHMA CARE PLAN FOR EDUCATION AND CARE SERVICES

CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

PLEASE PRINT CLEARLY

Student's name: \_\_\_\_\_ POB: \_\_\_\_\_

PHOTO OF STUDENT  
(OPTIONAL)

Plan date

\_\_\_/\_\_\_/20\_\_

Review date

\_\_\_/\_\_\_/20\_\_

## MANAGING AN ASTHMA ATTACK

Staff are trained in asthma first aid (see overleaf). Please write down anything different this student might need if they have an asthma attack:

## DAILY ASTHMA MANAGEMENT

This student's usual asthma signs:

- Cough
- Wheeze
- Difficulty breathing
- Other (please describe): \_\_\_\_\_

Frequency and severity:

- Daily/most days
- Frequently (more than 5 x per year)
- Occasionally (less than 5 x per year)
- Other (please describe) \_\_\_\_\_

Known triggers for this student's asthma  
(e.g. exercise\*, colds/flu, smoke) —  
please detail:

- Does this student usually tell an adult if s/he is having trouble breathing?  Yes  No
- Does this student need help to take asthma medication?  Yes  No
- Does this student use a mask with a spacer?  Yes  No
- \*Does this student need a blue/grey reliever puffer medication before exercise?  Yes  No

## MEDICATION PLAN

If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

NAME OF MEDICATION AND COLOUR	DOSE/NUMBER OF PUFFS	TIME REQUIRED

### DOCTOR

Name of doctor \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### PARENT/GUARDIAN

I have read, understood and agreed with this care plan and any attachments listed. I approve the release of this information to staff and emergency medical personnel. I will notify the staff in writing if there are any changes to these instructions. I understand staff will seek emergency medical help as needed and that I am responsible for payment of any emergency medical costs.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

### EMERGENCY CONTACT INFORMATION

Contact name \_\_\_\_\_

Phone \_\_\_\_\_

Mobile \_\_\_\_\_

Email \_\_\_\_\_

For asthma information and support or to speak with an Asthma Educator call **1800 ASTHMA** (1800 278 462) or visit [asthma.org.au](http://asthma.org.au)



# ASTHMA FIRST AID

1



## SIT THE PERSON UPRIGHT

- Be **calm** and reassuring
- **Do not** leave them alone

2



## GIVE 4 SEPARATE PUFFS OF BLUE/GREY RELIEVER PUFFER

- **Shake** puffer
- Put **1 puff** into spacer
- Take **4 breaths** from spacer
- Repeat until **4 puffs** have been taken
- Remember: **Shake, 1 puff, 4 breaths**

OR give 2 separate doses of a Bricanyl inhaler (age 6 & over) or a Symbicort inhaler (over 12)

3



## WAIT 4 MINUTES

- If there is no improvement, give **4 more separate puffs of blue/grey reliever** as above

OR give 1 more dose of Bricanyl or Symbicort inhaler

## IF THERE IS STILL NO IMPROVEMENT

4



## DIAL TRIPLE ZERO (000)

- Say **'ambulance'** and that someone is having an asthma attack
- Keep giving **4 separate puffs every 4 minutes** until emergency assistance arrives

OR give 1 dose of a Bricanyl or Symbicort every 4 minutes – up to 3 more doses of Symbicort



Translating and Interpreting Service  
131 450



**ASTHMA AUSTRALIA**

Contact Asthma Australia

**1800 ASTHMA**  
(1800 278 462)

[asthma.org.au](http://asthma.org.au)

### CALL EMERGENCY ASSISTANCE IMMEDIATELY AND DIAL TRIPLE ZERO (000) IF:

- the person is not breathing
- the person's asthma suddenly becomes worse or is not improving
- the person is having an asthma attack and a reliever is not available
- you are not sure if it's asthma
- the person is known to have Anaphylaxis – follow their Anaphylaxis Action Plan, then give Asthma First Aid

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma.

## Direct Debit Request - Authorisation Form

### Customer Details

First Name:	<input type="text"/>	Surname:	<input type="text"/>
Phone:	<input type="text"/>	Mobile:	<input type="text"/>
Date of Birth:	<input type="text"/> / <input type="text"/> / <input type="text"/>		
Address:	<input type="text"/>		
Suburb:	<input type="text"/>	State:	<input type="text"/>
		Postcode:	<input type="text"/>
Phone Number:	<input type="text"/>	Email Address:	<input type="text"/>

### Select from the Following

New Account       Change Debit Limit       Change Account Details

### Payment Details

**Payment Limit Amount:**  *This is the maximum amount to deduct at each centre where a balance occurs*  
\$.00 or Blank = No Limit

**Surcharge:** Visa/MasterCard:  2.35%    AMEX:  4.40%    Bank Account:  \$0.88    Admin Fee:  \$2.20

**Payment frequency:**  Weekly (default)     Fortnightly     4-Weekly    **Day of the week:**

Monthly    **Day of the month:**

**First Payment Date:**  /  /

### Direct Debit from Bank Account, Building Society Or Credit Union

Details of the Account to be debited (All Details must be supplied):

Account Name:

BSB Number:

Account Number:



I/We authorise Debitsuccess Pty Ltd, ABN 095 551 581, APCA User ID Number 184534 to debit my/our account at the Financial Institution identified here through the Bulk Electronic Clearing System (BECS).

### Credit Card

Please charge my payments to my:  Visa     MasterCard     AMEX

Card number:

Expiry Date:  /     Name on Card:

### Signature

This Authorisation is to remain in force in accordance with the Terms and Conditions on this Direct Debit Request, the provided DDR Service Agreement, and I/we have read and understood the same.

Authorising Signature (s)

Date

 /  /

## Terms and Conditions

### DEBITSUCCESS DIRECT DEBIT REQUEST (DDR) SERVICE AGREEMENT

This Agreement is designed to explain what your obligations are when undertaking a Direct Debit arrangement involving Debitsuccess. It also details what our obligations are to you and forms part of the terms and conditions of your Direct Debit Request (DDR) and should be read in conjunction with your DDR Authorisation Form.

#### INITIAL TERMS

I/We authorise Debitsuccess Pty Limited (ACN: 095 551 581) APCA User ID 184532 to make periodic debits on behalf of the "Business" as indicated on DDR Authorisation Form (herein referred to as the Business).

I/We acknowledge that if specified by the Business, in addition to the agreed periodic debits set out in the DDR Authorisation Form, administration/setup, variation, reversal, dishonour, or processing fees may also apply and be debited under the DDR as instructed by the Business.

#### RELATIONSHIP

I/We acknowledge that Debitsuccess is acting as an agent of the Business and that Debitsuccess does not provide any goods or services, and has no express or implied liability in relation to the goods and services provided by the Business or the terms and conditions of any agreement with the Business.

#### CLEARED FUNDS

I/We acknowledge that it is my/our responsibility to ensure that there are sufficient cleared funds in the nominated account by, and at all times on, the due date of the payment ("Day to Debit") to enable the direct debit to be honoured on the Day to Debit. I/We acknowledge and agree that sufficient funds will remain in the nominated account until the direct debit amount has been debited from the account and that if there are insufficient funds available when the debit is attempted, I/we agree that I/we will be responsible for any fees and charges that may be charged by my/our Financial Institution.

#### VARIATIONS TO DEBIT TERMS

I/We authorise the Business to vary the amount of the payments from time to time if provided for within my/our agreement with the Business. I/We authorise Debitsuccess to vary the amount of the payments upon instructions from the Business, and where such instructions from the Business are received by Debitsuccess, I/we do not require Debitsuccess to notify me/us of such variations to the debit amount.

I/We acknowledge that Debitsuccess/Business is to provide 14 days' notice if proposing to vary the terms of the debit arrangements otherwise than as provided for herein.

I/We acknowledge that my/our requests to vary, defer or stop the debit arrangement must be directed to the Business.

#### CANCELLING THESE DEBIT TERMS

I/We understand that I/we are able to cancel this DDR by requesting this of the Business or my/our Financial Institution, and I/we acknowledge that cancellation of the authority to debit my/our account will not terminate my/our agreement with the Business or remove my/our liability to make the payments I/we have agreed to.

#### NON WORKING DAY

When the day to debit falls on a weekend or public holiday the debit will be initiated on the next working day.

#### DISHONOURD PAYMENTS

I/We acknowledge that:

- (a) if a debit is returned by my/our Financial Institution as unpaid, I/we will be responsible for any Debitsuccess fees and charges (currently up to \$14.95 for each unsuccessful debit), in addition to any Financial Institution charges and collection fees (including, but not limited to, any fees of solicitors and collection agents appointed by Debitsuccess); and
- (b) Debitsuccess may attempt to re-process any unsuccessful payments as advised by the Business and/or add such unsuccessful payment to any future payments.

#### ACCURACY OF INFORMATION

I/We acknowledge that it is my/our responsibility to ensure that the details entered on the DDR Authorisation Form are correct and that Debitsuccess is not liable to the extent that any such details are wrong and this causes a required payment to be missed. In addition, where I/we are paying the required payments by credit card and have entered the details of the credit card on the DDR Authorisation Form, I/we agree that Debitsuccess may continue to debit from the credit card in accordance with the terms of this Agreement to the extent that the credit card has expired, and that it wholly my/our responsibility to provide details of any replacement credit card to Debitsuccess via the Business.

#### DISPUTES

I/We acknowledge that any disputes regarding debit payments will be directed to the Business. If no resolution is forthcoming, I/we understand that I/we are to direct any such dispute to my/our Financial Institution.

#### OTHER AUTHORISATIONS

I/We authorise:

- (a) The Debitsuccess to verify details of my/our account with my/our Financial Institution; and
- (b) The Financial Institution to release information allowing Debitsuccess to verify my/our account details.

#### INFORMATION SECURITY

Debitsuccess agrees that it will make reasonable efforts to keep your information contained in the DDR (including account details) and any other information that we have about you confidential and secure, and will ensure that any of our employees or agents who have access to information about you do not make any unauthorised use, modification, reproduction or disclosure of that information.

Debitsuccess will only disclose information that we have about you:

- (a) to the extent specifically required by law; or
- (b) for the purposes of this Agreement (including disclosing information in connection with any query or claim).

Should you have any queries in relation to these terms and conditions contact  
Debitsuccess Pty Ltd.  
PO BOX 5567, Stafford Heights QLD 4053  
Phone: 1800 956 959  
E-mail: qkclients@debitsuccess.com



This Parent Handbook contains useful information about the Centre and an overview of the philosophy, policies and guidelines which guide our daily practices. Please keep this Handbook as a ready reference during your child's stay with us.





(02) 4588 6828

[info@littlesparkleselc.com.au](mailto:info@littlesparkleselc.com.au)

12 Warnock Road, Agnes Banks NSW 2753