

Welcome to



Policy and Parent's Handbook

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Mission, Philosophy, Beliefs and Goals

“A WONDERFUL PLACE FOR YOUR WONDERFUL CHILD”

Our Mission

We strive to provide a safe, stimulating, caring and inclusive environment for every child to develop a sense of belonging, being and becoming through child-focused, play-based educational programs and experiences based on The Early Years Learning Framework.

Our Philosophy and Goals

We recognise that play is integral to the way in which children learn and we support this through our educational programs and experiences. We also believe that the child's family, cultural heritage and the wider community play an important role in developing the child. We are committed to building partnerships with families and the community to enhance the quality of care and learning for every child.

We believe that children are confident, competent and resourceful learners who are capable of constructing their own knowledge of the world around them.

For Children

- Nurture the child's sense of wellbeing, identity and self-worth, and to feel secure and included
- Ensure all children have equal and fair access and participation to age-appropriate activities and experience in both indoor and outdoor areas
- Learn respect, responsible and care for each other
- Provide opportunities for children to become confident, active and involved learners
- Interactions with each child are warm and responsive and build trusting relationships
- Promote and encourage children to be a confident and effective communication of their own needs, desires, choices, emotions, likes and dislikes and their points of views.
- See themselves as constructive contributors to the community
- See themselves as valued, respected, unique and important
- Learn a love of nature, respect for the environment and understand the importance of environmental sustainability

For Families

- Provide opportunities for family participation and contribution to the Centre's policy, educational programs and operation.
- To involve families in all aspects of centre issues and to actively encourage open, two-way communication between the centre and families that aims to build true partnerships.
- Respect and recognise each family needs, interests, tradition, cultural background and values, including their home languages, heritage and child-rearing practices.
- Promote families sense of ownership by involving them planning educational programs, setting up of play spaces and participation of various Centre events.
- Offer both practical & emotional support to families through the provision of information on various family health and supporting services within the community and current research into child related issues.
- In relation to Aboriginal and Torres Strait Islanders family and community, educators will recognise and promote a understanding of the ways of knowing and belonging to children, families and the greater community

For Educators

- Support a harmonious, respectful and friendly working environment through teamwork and conflict management processes that are easily accessible, open and fair.
- To be an inclusive, respectful and ethical educator and carer that respects all cultural backgrounds and caters to the individual needs of all children in an inclusive, equitable, kind and loving manner.
- Support and maintain a high level of professional standard and practices as outlined in the Early Childhood Australia Code of Ethics 2016.
- Recognise and promote sharing and pooling of each educator's unique skills and talents, cultural background and languages, special strength and interests towards building a fun, motivating and supportive environment for the children, their families and each other as one big family.
- Provide safe and healthy working conditions for educators that will support their well-being.
- Recognise the experience and professional status of educators and provide them with opportunities for further professional development.
- To constantly review and improve service standard and quality as detailed in the Centre Quality Improvement Plan
- To strive for standards of excellence in accordance with those set by the National Quality Framework, Australian Children's Education and Care Quality Authority.

For the Community

- Recognise that the Centre is an integral part of the wider community by sharing our interests, knowledge and experiences with them.
- Acknowledge the benefits and importance of maintaining cultural diversity within the community to uphold social justice, anti-bias and anti-discrimination.

New Framework for Early Childhood Learning

Developed by the Council of Australia Governments, this is Australia's first national Early Years Learning Framework for early childhood educators

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

Belonging

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

Being

Childhood is a time to be, to seek and make meaning of the world.

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

Becoming

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

The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

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

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Promote Social Justice, Equality, Fairness, Diversity, Respect for others and themselves

All children are treated equitably regardless of their gender, age, race, religion, ability, language, place of birth, family background or culture. The social value of fairness and justice, equality and respect of others are constantly incorporated and exemplified into children's daily routine, educators children communication and learning programs. Children with additional needs may need extra support to meet their individual needs. We aim to create an environment that creates a strong sense of belonging so that all children are valued and respected equally.

Encourage Parent Partnerships and Participation

Parents are the primary nurturers, educators and role models for their children. They can foster educational continuity from the child's home to the Centre by being actively involved

in their child's development in each setting. We believe parental involvement maximises the effectiveness of early childhood developmental programs.

We value a positive relationships based on mutual trust and open communication. Partnerships with families and engage in shared decision making play an important role in our philosophy and policy making process. By doing so, we acknowledge the rights of families to make decisions about their children, we respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.

We will develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand. We will maintain confidentiality and respect the right of the family to privacy.

Belief in Multiculturalism and Anti-Bias a way of life in the Community

We acknowledge and respect the diversity of cultures that make up our community. Parents are encouraged to preserve, promote and share the culture of their family with their children, educators and the management. This may be accomplished via a planned activity or links with community members, or bringing in books or songs, customs, pictures, heritage items for celebrating their particular cultural background.

We understand the importance of incorporating multiculturalism in the daily program. This will be done through using music, learning dances, celebrating relevant cultural days, through play-dolls, dress ups and decorations etc.

It is important that we provide a cross cultural and non discriminatory curriculum to make a child feel that they are accepted and foster a pride in their family, community and ethnic heritage. All activities provide gender equality and all children will be encouraged to join in activities in a non stereotypical way.

On-going Development of Centre Philosophy

We believe that a statement of the Centre's philosophy changes as new insights are gained and practice are evaluated.

A partnership of parents and educators developed the Centre's philosophy and as a philosophy statement is a dynamic document, all parents and educators are invited to contribute ideas to the Centre Management.

OPEN DOOR POLICY

We would like all parents, family and community members to feel *welcome* to participate in our programs at any time. An Open Door Policy means exactly that our doors are open at all times for others to participate in and enrich our programs.

Family and community members all have a unique interest and ideas, skills and talents. We actively encourage all parents, grandparents and special friends to contribute to our programs and therefore each child's development wherever possible. We understand that time is precious and value even the smallest visit into our .happy classrooms.

There are many ways to step through our open door and become involved in discussing or displaying an occupation, playing an instrument; explaining an interest such as knitting or cooking and helping involve children in these activities; bringing in an article or item from family or cultural backgrounds; or it could be as simple as bringing in a favourite book or song to share with the children and educators. We encourage parents, grandparents and special friends to let us know if they wish to, participate in the program so we can use their special talents appropriately. All of these contributions enrich our programs and extend children's concepts and development.

We value your input and contributions. You are an important part of ensuring that appropriate programs are provided throughout our centre. We appreciate your time, interests and talents and welcome you into our Centre and talk to either the management or the qualified educators at all times.

CHILD/ EDUCATOR RATIOS

According to the National Quality Framework, for children under the age of 3, there would need at least 1 staff member for every 4 children or less; whereas for children over the age of 3, at least 1 staff member is required to care for every 11 children or less.

At least 50 per cent of required educators must have or be actively working towards at least an approved diploma level qualification

All other required educators must: have, or be actively working towards, at least an approved certificate III level qualification.

STUDENTS

Students from tertiary institutions & universities are placed to gain practical experiences in their field.

They are required to complete tasks relating to programs and observing the children's learn and play behaviour. Work experience students from local secondary schools are accepted from time to time.

At ALL times, students are:

1. ALWAYS under the direction of the qualified educators.
2. UNDER constant supervision of qualified educators
3. NEVER left in charge or unattended.
4. NOT permitted to give advice to parents.
5. NOT substituting normal centre educators.

ENROLMENT PROCEDURE

Parents/guardians are invited to visit the centre during operating hours. New parents/guardians are most welcome & taken on a visit to all areas of the centre. Please feel free to ask any questions.

An enrolment form will be given to all new families & must be completed & returned before children are admitted to the centre.

Change of address or contact numbers need to be provided to management straight away.

HOURS OF OPERATION

Monday to Friday 7.00 am to 6.30 pm
OPEN ALL YEAR ROUND EXCEPT PUBLIC HOLIDAYS

PARENT NOTICES

A community notice board is located at the front entrance. This is used for posting of articles that may be of interest to parents/guardians. Parents/guardians can arrange through the office to display notices of events and items of interest for other parents on the notice board.

A Facebook page is setup for sharing all centre information as well as a communication forum for all parents, friends and the wider community to share all their views, photos, experiences to the Wonderland community.

For immediate and efficient communication, Wonderland adopt a SMS broadcast system for broadcasting centre messages to all families registered mobile number or individual private sms message to the parents registered mobile number.

In addition, we would also make use of parents' e-mails for direct communications and/or notifications. It is essential for all parents to make sure their e-mails are current and are checked regularly.

PARENTS E-MAILS AND SMS SYSTEM

All parents are encouraged to provide us with your e-mail address and your mobile number for our efficient and two-way communications via e-mailing and/or SMS.

SIGNING IN/OUT

Parents must sign their child in on arrival & sign out on departure. The time of arrival must be documented as well as the expected time for departure.

If there is any variation to the normal attendance or picking up of your child, please advise Management or qualified educators in your child's room.

Temporary change of contact numbers or venue must be noted on sign in/out sheet.

If you are going to be delayed by more than ½ an hour please call the centre & let us know. Children (& educators) may become concerned if you fail to arrive at your scheduled time.

COLLECTION OF CHILDREN

If a person other than yourself is to collect your child, then prior written authority must be given. The child must be collected by a responsible adult who is known to the child. In the case of emergency, a telephone call saying who will collect your child is permissible. Suitable photo identification will be required at the time of collection eg. Drivers Licence.

It is against the law for a staff member to release a child to an individual to whom is not given authority to do so by the parent/guardian on the enrolment form. Any person nominated must be over the age of 16 years old.

If a person is not the parent/guardian or an unauthorised person is picking up the child/ren, then the parent/guardian will need to place in writing the date and the person's name that will be collecting the child on that day.

LATE/NON COLLECTION OF CHILD(REN)

A "LATE PICK UP FEE" WILL BE CHARGED FOR CHILDREN WHO REMAIN AT THE CENTRE AFTER OPERATING HOURS

A fee of \$1 for every minute (per child) after 6.30pm per family.

By law we must have two educators remain on duty at the centre even though there is only one child, the late pick-up fee is entirely payable to the remaining staff member who have to sacrifice their personal time after duty. Please contact the centre if you are going to be late, for whatever reason.

A child not collected after 7.00pm

"EVERY EFFORT WILL BE MADE TO CONTACT THE EMERGENCY CONTACT NUMBERS"

The director or centre manager will notify the police.

The police will come and remove the child/ren from the service and they will continue to call the parents. A note will be taped to the window with relevant details in case the parent/ guardian return to the centre to pick up child. The police will treat the situation as an abandoned child and the police will notify the relevant agency of the situation and the child will be placed in emergency care.

DUTY OF CARE

The coordinator and educators within the Children services have an obligation to protect all children within the service from harm. It is our responsibility to ensure that the child/ren are being released safely from our service into the care of another person. Therefore the co-ordinator, primary nominee, nominee or any staff member whom has reasonable grounds to believe that a child may be at risk, will not release the child into that persons care, such as

- A parent/guardian or other authorised person who seems to be ill or affected by alcohol or drugs
- A young person who is authorised to collect the child from the service, but to who is not mature enough to look after a child

If these problems arise, you will be contacted and alternative arrangements for collecting the child would be made. If educators at the centre fear for the safety of the child, themselves or others than they will contact the Police.

MANDATORY REPORTING OF CHILD ABUSE AND/OR NEGLECT

All educators are required to report any suspected instances of physical or sexual abuse. If a child is physically, emotionally or developmentally harmed by a person responsible for their care and it is not accidental, this is seen as child abuse and should be reported.

ALL CHILDCARE WORKERS HAVE AN ETHICAL RESPONSIBILITY TO REPORT SUCH ABUSE

Early notification of suspected child abuse and neglect often results in the family receiving the help and support needed to prevent serious harm or injury to the child.

HOW TO REPORT CHILD ABUSE/NEGLECT

If you suspect abuse, speak immediately to the centre director and document all details as accurately and specifically as possible. The director will then contact the Department of Human Services and speak to a Children Protection Officer. The family will be visited by a Children Protection Officer and assessment will be made of the situation. Protective services will then act according to this assessment.

When the report is made the following information should be given to the Department of Human Services: Childs name, age, address and present location The reason for the report and details of relevant observations Information about the immediate danger to the child. The names of professionals or agencies known to be involved with the family.

CUSTODY & ACCESS

By law a current copy of any Custody Order is required for our files.
Please note that any alteration to the Court Orders needs to be supplied to the centre.
If there are any issues regarding the collection of a child, management must be advised.

CHANGE OF DETAILS

It is the parent's/guardians responsibility to notify the centre **immediately** if there is a change of address & phone numbers. This also applies to changes of work address & phone number. It is important that the Centre educators are able to make contact as quickly as possible should the need arise.

PRIORITY OF ACCESS

The Centre adheres to the guidelines established by the Federal Government for the priority of access for child care centres as follow:-

First Priority

A child at risk of serious abuse or neglect

Second Priority

A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999

Third Priority

Any other Child.

Within these main categories, priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

ORIENTATION

For most children, entry into the centre will be the first experience of being separated from their parents. Most children will experience some anxiety leaving their parents/guardians for the first time. It is important that both parents and educators work together to build the special relationship necessary for a successful adjustment.

Even if your child has been in child care before, they will still need time to adjust to the new educators and a new environment. Orientation is a free service.

Parents can help their child adjust by:

- Taking the child to visit the centre a few times prior to leaving them.
- Initially, leaving the child for a short period
- Ensuring that the child has his/her special 'security/object such as a teddy or a blanket etc.
- Being confident themselves (if parents/guardians are anxious they can easily influence the way a child feels).
- Always tell the child when you are going and that you will be back.
- If a child is having difficulty settling into the centre, discuss this with the qualified person in your child's room.

If the difficulty persists, please discuss with management.

**2017/1 Fees and Charges
(Effective from July 3, 2017)**

Enrolment Fee		\$30/child
	<u>Children age < 3</u>	<u>Children age >3</u>
Full Time	\$ 107.00 /day	\$ 101.00 /day
5 days	\$535.00 /week	\$505.00 /week
Part Time	\$ 115.00 /day	\$ 108.00 /day
1 day	\$ 115.00	\$ 108.00
2 days	\$230.00	\$216.00
3 days	\$345.00	\$324.00
4 days	\$460.00	\$432.00

Above fees are all inclusive of nappies, food and drinks, external program fees such as Hey Dee Ho, Rhythm and Moves, etc.

Notes

- Current fees will be subject to review on the first week of July of each year.
- Above fees are full fees only and will be reduced by claiming childcare benefits and 50% childcare rebate, pls. refer to separate sheer for calculation of reduced net fees.
- A minimum of two weeks notice or payment in lieu is required for all termination or changes of enrolment.
- All booked days are chargeable including public holidays and children sick days.

THE FOLLOWING CONDITIONS APPLY FOR PAYMENT OF FEES:

Fees are paid two weeks in advance via preferably direct debit or internet banking. Other arrangements can be discussed with management

Full fees are charged for PUBLIC HOLIDAYS

HOLIDAY LEAVE CREDIT

All families are advised that children's enrolment with the centre is an on-going and continuous arrangement that all fees are chargeable during children absent days due to sickness, public holidays and/or personal reasons. However, there is a special holiday credit of **25% on GAP** payment for families who would like to take their children for holidays without attending to the centre.

In order for families to receive the holiday credit, the following terms and conditions will apply:

1. A maximum period of four weeks is allowed for holiday leave in a financial year that two weeks must be taken during the Christmas/New year holidays.
2. Holiday leave must be taken in a weekly basis that it cannot be taken in individual days.
3. A minimum of two weeks advance notice must be given before claiming holiday leave days.
4. Child's sick days or occasional absent days cannot be regarded as holiday leave days.

HOLDING FEE FOR more than 4 weeks of ABSENCE DAYS

An enrolment holding fee will apply for families who would like to have more than four weeks of absence period from the centre, such as going overseas for 4-6 weeks, scheduled hospitalisation for 5 weeks or more., etc. Families are advised to give a minimum of two weeks in advance of the absence period. In order to maintain the child's enrolment status, a placement holding fee of the current chargeable fee will apply.

Families are advised to contact centre management for prior arrangement before taking long absence days.

CHILDREN ABSENT DAYS

It is the policy of the Centre for all absent days to be chargeable as long as they fall on booked days. Absences due to children sickness, public holidays and/or any other personal reasons are still chargeable for full fees.

Childcare Benefits are paid for up to initial 42 absence days in each financial year. These absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). However, families cannot claim childcare benefit for those absence days before a child has begun care or after a child has left care.

Once all the first 42 absence days have been used CCB will also be payable for absences taken for these reasons:

1. illness (with a medical certificate)
2. non-immunisation (with written evidence) where a child is excluded from care because of an outbreak of an infectious disease against which the child has not been immunised
3. rostered days off/rotating shift work (with written evidence)

4. temporary closure of a school or pupil-free days
5. periods of local emergency
6. shared care arrangements due to a court order,
7. parenting plan or parenting order (with copy of documentation)
8. attendance at preschool
9. exceptional circumstances.

Absence days taken for the above reasons, after the first 42 absence days have been used, are called 'additional absence days'. There is no limit on the number of additional absence days a family can take, provided proper documentations for the above absence reasons are given to the Centre management..

The Centre will keep accurate records of all absences and each child's year-to-date absence days will be shown on each family monthly statement.

OUTSTANDING FEES

A child's place cannot be maintained if fees are outstanding for more than two weeks and we reserve the right to terminate child's enrolment for accounts in arrears. Payment plans are available; please see Management for further details.

The centre reserves the right to charge up to \$20 per month as late fees.

FOOD AND NUTRITION

The meals at the centre are carefully planned to ensure that your child has a balanced diet. Children are NOT permitted to have LOLLIES, GUM, and CHIPS etc at the centre. Our weekly menu is on display in the front entrance.

Please let us know if your child has any special dietary needs (eg cultural, religious or any allergies) so as to cater for their needs or make other suitable arrangements.

Breakfast is served from 7.00am till 8.30 am

Morning tea is from 9:15 – 9:30 am

Lunch is from 11.30am & afternoon tea is from 3.15pm

Milk & water are also available throughout the day

Food such as chocolate biscuits, lolly pops and fruit loops etc may make arrival times easier; however these foods are not appropriate & you are asked not to bring them in.

Unfortunately we do not accept any home made food including cakes for birthdays etc. However, we do accept food that comes in its original manufacturer's packaging including the ingredients list and if it falls within our food and safety plan.

PEANUT & EGG POLICY

To prevent peanut and egg allergies and allergic reactions we ban all food products containing peanuts or eggs and peanut derivatives. This is to maintain the health and safety of all children and educators at the service.

FOOD SAFETY POLICY

At Wonderland we ensure that all educators and children practice appropriate food safety procedures. We aim to provide this by ensuring that the correct hygiene practices and preparation, storage and handling of food are met.

In relation to children we do this by-

- Providing nutritious food that meets children's daily requirements from the 5 food groups
- Comply with the dietary requirements and restrictions of any child attending the service
- Include menus that offer a variety of food from different cultures
- Provide a two course lunch and snacks as required
- Encourage and recommend the use of fresh produce and raw ingredients
- Recognise each Child individual needs
- Provide attractive meals with a variety of colour, texture and taste. Provide drinks and food that are low in sugar, salt and additives. Water is provided at all times

FOOD SAFETY PLAN

At Wonderland we monitor the quality and safety of food preparation by ensuring potential hazards are recognised and controlled. We practice high levels of hygiene and housekeeping procedures and all our educators handling food will be trained in food handling procedures.

The food safety plan and kitchen facilities are maintained in accordance with State Government regulations relating to the preparation, storage and handling of food for all the child care centres.

At Wonderland our educators practice appropriate food safety procedures, this is done by all educators and children practice good personal hygiene before and during the preparation, serving and eating of food.

- All hot food is maintained above 60 degrees Celsius
- All cold food is maintained below 5 degrees Celsius
- Prevent the cross contamination between raw and cooked food (especially with meat) by storing these separately, and using separate utensils when preparing and serving food
- All food is served in a separate bowl and cups for each child
- We do not reuse leftovers
- All food that is served to the children is prepared in the kitchen
- At all times the food safety plan is adhered to

In relation to families we will-

- Display the weekly menu
- Parents are encouraged to express their ideas for the menu by writing comments in our communication book
- Inform families of up-to-date nutrition practices via the centre newsletter, notice board and daily contact
- Offer pamphlets/information regarding different diets for children with special requirements
- Publish requested menus
- Provide opportunities for parents to share in multi-cultural celebrations and activities
- On a daily basis a record will be kept in the children's room on communication board stating each Child's food consumption

In relation to children's program we will

- Involve the children in the decision making process of preparing meals
- Within our program incorporate cooking experiences
- Expand children's knowledge of the food cycle- planting, growing, preparing, composting

- Encourage children's self-help skills eg. Creating independence with serving food and cleaning up
- For educators to provide positive role modelling by eating with children and encouraging the development of social and language skills

In providing a healthy and safety workplace we will ensure-

- That all principals relating to safety and hygiene in the Food and Safety Act and National Childcare Quality and Improvement and Accreditation System are met
- Secure the kitchen to ensure children's safety
- Provide a hygienic environment by performing daily, weekly and regular cleaning duties
- Store all equipment, utensils and toxic substances in a safe manner
- At all times dressing and maintaining personal hygiene practices to a high standard

In relation to our professional development we will

- Abide by the Australian Early Childhood Association Code of Ethics
- Participate in training and keeping up-to-date in changing trends in health and safety requirements of children
- Participate in yearly food audit and food safety inspections and then ensuring that all changes are made from the assessment
- Share knowledge with all centre educators

ACCIDENTS AND INJURIES

In the case of a serious illness or accident educators will attempt to contact the parents immediately. Please ensure that all your enrolment details are correct and up to date. If emergency treatment is required, an ambulance or other appropriate transport will be arranged without delay. It is essential that all parents sign the authority for educators to seek treatment at a hospital or call a doctor/ambulance so that emergency treatment can be commenced. In accordance with Children's Services Regulations, The Department of Education Early Childhood Development would be notified if the injury was severe enough to call a doctor or ambulance. It is required that educators keep records of any accidents that occur at the centre and we will inform you if your child has been injured or unwell.

You will be required to sign the accident registry.

First Aid Policy

- Qualified educators must ensure that they have a current first aid certificate
- The first aid kit must always be fully equipped
- Phone numbers of emergency services are to be kept next to the phone
- The Centre Director or co-ordinator and child's parent/guardian are notified of any incidents requiring first aid

PROCEDURES

- Appropriate first aid will be administered if ever required
- The Centre Director or co-ordinator and child's parent/guardian are to notified of any incidents requiring first
- Splinters/grazer will be recorded in the accident/Incident book and parents/guardians will be notified at managements discretion (splinters will not be removed by educators and lotions will not be applied)

MEDICATION POLICY

If a child requires medication parents need to ensure that they fill out the medication book in their child's room. The medication book is located next to the sign in/out book. It is required that you list the child's name, the request to administer medication, the name of the medication, the time and date the medication was last administered, the circumstances under which the medication should be next administered, the dosage, the time required and signing the instructions. We ask that parents also verbally inform staff ensuring that the instructions are fully understood.

All medication needs to be authorised this includes eye drops, Panadol, cough syrup, asthma pumps and nappy rash creams. Medication will not be administered if a parent has written the directions stating "if needed" or "when required". It is important that staff have specific instructions. If you are authorising Panadol for example you will need to state when you would like the medication administered eg. When temperature is over 38.5 degrees.

If a child becomes ill during the day, educators can contact the parents and ask for "phone permission" to administer medication such as Panadol. The parents are then asked to sign the authorisation of this medicine on the collection of their child; this acknowledges that the medicine was administered at the appropriate time and the correct dosage as discussed.

Before staff administers the medication they will need to check the child's name with the prescribed name on the medication, check the prescribed dosage, the use by date and then have it witnessed by another staff member. The name and signature of the person who administered the medication and the name and signature of the person who checked the dosage administered needs to be documented.

Medication can only be administered if

- It has been prescribed for that child (not for another member of the family)
- That their name is clearly labelled on the medicine
- It has not passed the use by date
- Parents are not asking staff to administer more than the prescribed dosage
- The medication has not been removed from its original bottle/container
- No medication will be administered if the medication book is not completed

All medicines need to be handed to a staff member for correct storage. Under no circumstances are children allowed to be in possession of any medication, either in their bags or handing it to a staff member.

All accidents that occur at the Centre are recorded by staff in the accident book. If required parents will be contacted at the time or otherwise verbally informed when they come to collect their child/ren.

In such case that an accident occurs, all qualified educators must have relevant first aid training.

If a child becomes ill throughout the day a record is documented on signs & symptoms and you will be contacted and kept informed. You may be asked to collect your child if symptoms persist. Parents are asked in the interest of the child and other children not to bring sick children to the Centre. No child will be permitted to attend the centre for the prescribed period if they have an infectious disease as outlined by the Department of Human Services "Minimum Period of Exclusion from School, Pre- School and Child Care Centres.

BLOOD TRANSMITTED DISEASES

In the event of a serious accident or blood spillage appropriate procedures will be followed. At all times disposable gloves will be worn when handling blood spillages or bloody wounds. All educators are recommended to be immunised for hepatitis B.

MEDICAL CONDITIONS POLICY

The service will involve all educators, volunteers, families and children in regular discussions about medical conditions and general health and wellbeing. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

Notice of Medical Conditions Policy must be provided to all educators, volunteers and families at the service. Educators are also responsible for raising any concerns with a child's parents about any medical condition known to the service, or any suspected medical condition that arises.

Families are required to provide their children medication conditions information on the Enrolment Form and are responsible for updating the service on any new medication, ceasing of medication, or any changes to their child's prescription.

Parents of children with any allergies or medical condition will be asked to provide a written 'Action Plan' detailing all aspects of the allergy or illness and how it should be managed. This Action Plan should be devised in conjunction with a Doctor or Medical Practitioner.

The following information must be completed on the Enrolment Form, and any information will be attached to the Enrolment Form as necessary and kept on file at the service –

- Asthma
- Diabetes
- Allergies
- Anaphylaxis
- Diagnosed at risk of anaphylaxis
- Any other specific medical condition(s) mentioned by a child's parents or registered medical practitioner using the Enrolment Form.
- Any Medical Management Plan put forward by a child's parents and/or registered medical practitioner. Parents are responsible for updating their child's Medical Management Plan.

Identifying Children with Medical Conditions

- Any information relating to the above medical conditions will be shared with the Nominated Supervisor, educators, volunteers and any other staff member at the service. Individuals will be briefed by the Nominated Supervisor on the specific health needs of each child.
- Information relating to a child's medical conditions and/or Medical Management Plan and the location of the child's medication will be shared with all educators and volunteers and displayed in areas of prominence to ensure all practices and procedures are followed accordingly.
- All educators and volunteers at the service must follow a child's Medical Management Plan in the event of an incident related to a child's specific medical conditions requirements.
- All educators and volunteers at the service must be able to identify and locate a child with medical conditions easily.

Medical Conditions Risk Minimisation Plan

The service will develop a Medical Conditions Risk Minimisation Plan in consultation with a child's parents. The Medical Conditions Risk Minimisation Plan must ensure that any risks are addressed and minimised. The Plan must be developed with the child's parents and medical professionals.

Anaphylaxis Risk Minimisation Plan

We believe that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The Centre is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.
- raising awareness about allergies and anaphylaxis amongst the service community and children in attendance.
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.
- ensuring each staff member receives anaphylaxis training and the administration of the EpiPen / Anapen and an annual refresher course is provided to each staff member
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.
- minimise the risk of an anaphylactic reaction occurring while the child is in the care of the children's service.
- ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an EpiPen / Anapen.
- raise the service community's awareness of anaphylaxis and its management through education and policy implementation.

Educators responsible for the child at risk of anaphylaxis shall:

- ensure a copy of the child's anaphylaxis medical management action plan is visible to all educators.
- follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- in the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialling 000.
 - Commence first aid measures.
 - Contact the parent/guardian and/or authorised person
- practice adrenaline auto-injection device (EpiPen / Anapen) administration procedures using an EpiPen / Anapen trainer and "anaphylaxis scenarios" on a regular basis, preferably quarterly.
- ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the service, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner.
- ensure that parents/guardians provide an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device (EpiPen / Anapen) kit (which must contain a copy the child's anaphylaxis medical management action plan) while the child is present at the service.

- ensure that the auto-injection device (EpiPen/ Anapen) kit is stored in a location that is known to all educators, including relief educators; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- ensure that the auto-injection device (EpiPen/ Anapen) kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by a staff member accompanying the child when the child is removed from the service e.g. on excursions that this child attends
- regularly check the adrenaline auto-injection device (EpiPen/ AnaPen) expiry date. (The manufacturer will only guarantee the effectiveness of the EpiPen/ AnaPen to the end of the nominated expiry month.)

Parents/guardians of a child at risk of anaphylaxis shall:

- inform educators, either on enrolment or on diagnosis, of their child's allergies.
- develop an anaphylaxis risk minimisation plan with service educators.
- provide educators with an anaphylaxis medical management action plan signed by the registered medical practitioner giving written consent to use the EpiPen® in line with this action plan.
- provide educators with a complete EpiPen / AnaPen kit.
- regularly check the adrenaline auto-injection device (EpiPen/ Anapen)expiry date.
- assist educators by offering information and answering any questions regarding their child's allergies.
- notify the educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- communicate all relevant information and concerns to educators, for example, any matter relating to the health of the child.
- comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device such as an EpiPen / Anapen is permitted to attend the service or its programs without that device.

No Jab No Play (Immunisation) Policy

Your child's immunisation (including measles) must be kept up-to-date and their immunisation record book will need to be shown at the time of enrolment. Immunisations must be kept up-to-date while the child is at the centre.

From 1 January 2016, all parents/guardians seeking to enrol their child at an early childhood service in Victoria must provide evidence that their child is:

- fully immunised for their age or
- on a vaccination catch-up program or
- unable to be fully immunised for medical reasons 'Conscientious objection' is not an exemption under the

'No Jab No Play' legislation. 'No Jab, No Play' aims to reduce the risk of vaccine-preventable diseases through increased immunisation rates in the community.

Vulnerable and disadvantaged children will be eligible to enrol in a service under a grace period of maximum 16 weeks – without having provided proof of up to date immunisation – to allow families to continue accessing services while they seek advice and assistance to get their child's vaccination schedule on track. Previously existing legislation already required that immunisation status information be provided on enrolment, however the immunisation status of the child was not considered. An immunisation status certificate is a statement showing the vaccines a child has received. The most common type of

immunisation status certificate is an Immunisation History Statement from the Australian Childhood Immunisation Register (ACIR). Parents/carers can get a copy of their child's Immunisation History Statement:

- through Medicare online accounts or the Express Plus Medicare mobile app
- at a local Medicare service centre
- by requesting a statement be posted to them in the mail:
- phone 1800 653 809
- email acir@medicareaustralia.gov.au

Alternatively, parents can get an immunisation status certificate from an immunisation provider such as a GP or local council immunisation service. To be considered acceptable as an Immunisation Status Certificate for the purposes of enrolment at an early childhood education and care service the document/s need to contain ALL of the following:

Child's details

- Full name
- Date of birth
- Address

Vaccine history

List of vaccine/s the child has received and when the vaccine was given (can be a separate attachment, such as a previous ACIR Immunisation History Statement, or ACIR Immunisation History Form recording overseas vaccinations)

Immunisation status

- Date of the child's next due vaccine; OR
- A statement saying the child has completed all their childhood vaccinations
- If relevant, list of any vaccine/s that child cannot receive for a medical contraindication (GP only)

Immunisation provider's details

- Provider's full name
- Organisation name
- Signed and dated by immunisation provider
- Medicare provider number OR Australian Childhood Immunisation Register number

HEALTH POLICY

The health & safety of all children is of major concern to educators and parent/guardians. Since the centre does not have separate facilities for sick children, parents are asked to keep their child/ren away from the centre until they are better. More importantly, educators/child ratios prevent the educators from providing the degree of individual care and comfort that the sick child deserves.

A trained staff member will contact you and ask you to collect your child & take her/him to the doctor.

SLEEP AND REST POLICY

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

Wonderland will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The education and care service will provide beds and cots that comply with Australian Standards. The risk of *Sudden Infant Death Syndrome (SIDS)* will be minimised by following practices and guidelines set out by health authorities.

Wonderland Educators and Staff will:

1. Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children
2. Ensure there are adequate numbers of cots and bedding available to children that meet Australian Standards.
3. Ensure that all cots meet AS/NZS 2172.
4. Ensure that areas for sleep and rest are well ventilated and have natural lighting.
5. Ensure that supervision windows will be kept clear to ensure safe supervision of sleeping children
6. Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.
7. Consult with families about children's sleep and rest needs. Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience.
8. Ensure that bed linen is clean and in good repair. Bed linen is for use by an individual child and will be washed before use by another child.
9. Arrange children's beds and cots to allow easy access for children and staff.
10. Create a relaxing atmosphere for resting children by playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.
11. Remember that children do not need to be "patted" to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.
12. Encourage children to rest their bodies and minds for 20 /30 minutes. If children are awake after this time, they will be provided quiet activities for the duration of rest time.
- 13 Children's rest requirements will be accommodated according to their individual needs.
14. Maintain adequate supervision and maintain educator ratios throughout the rest period.
16. Communicate with families about their child's sleeping or rest times and the service policy regarding sleep and rest times.
17. Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep and rest patterns will be recorded daily for families.
18. Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.
16. Follow SIDS guidelines recommending that necklace/bracelets (including Amber Teething Necklaces) must be removed while the infant sleeps at day or night. Necklaces and bracelets are a choking hazard.

TOILET TRAINING POLICY

Staff aims to follow the child's and parents/guardians lead regarding toilet training for children. No pressure is placed on a child to use the toilet, but children who seem ready are encouraged to do so. Since it is important that there is consistency in expectations for successful toileting development, educators and parents/guardians should discuss the child's progress regularly.

INFECTIOUS DISEASES

For the protection of all children and educators, we ask that any child with the following infectious diseases be excluded from the centre, in accordance to the health department regulations

It is a centre policy that children will not be accepted, or will be sent home if they display any of the following:

- Unidentified rashes
- Had an occurrence of diarrhoea and/or vomiting in the centre
- High temperature, above 40 degrees C (Refer to Panadol/Nurofen Policy for dealing with high temperature of children)
- Show a sign of sickness and unwell

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts
(Public Health and Wellbeing Regulations 2009)

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced.	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria —other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from onset.	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the	Not excluded
Worms	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

FIRE EVACUATION POLICY

We have established evacuation plans for both fires and evacuations, these plans are located in each room. Fire and evacuation drills are held regularly for both educators and children this is to ensure that they are familiar with this procedure. It is essential that parents sign their child in/out of the sign in book as upon evacuation staff take these attendance records and do a head count according to the information in the sign in/out book. In the event that a parent arrives at the centre during a drill, please follow the same procedure as the educators and children. The Centre will be prepared for all types of emergencies which may arise these include fire, bomb threats, severe storms, gas leaks and unlawful offences.

Please note- Parents will be informed immediately after an emergency evacuation.

SUNSMART POLICY

We pride ourselves on being a 'Sunsmart Centre' and we believe that it is essential that children are protected from potential skin damage caused by the sun's ultraviolet (UV) rays. This policy will be implemented from the start of September through to the end of April.

To accomplish this aim, all of our educators and parents are advised to observe the following:

1. The Centre requires children to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats, and clothing that covers as much skin as possible whenever they are outside.
2. Children who do not have their hats with them will be asked to play in the shade or indoors.
3. Children will be encouraged to use available areas of shade for outdoor play activity.
4. The management committee will ensure there is a sufficient number of shelters and trees providing shade in the Centre grounds.
5. Whenever possible, excursions and all other outdoor activities will be scheduled before 11am and after 3pm daylight saving time (10am and 2pm at other times) to minimise time spent in direct sunlight during these hours. The availability of shade will be considered when planning excursions and outdoor experiences.
6. SPF 30+, broad-spectrum, water-resistant sunscreen will be available for educators and children's use. Parents are welcome to supply their own sunscreen for their child's use, please ensure that it is labeled clearly.
7. Educators will act as role models by:
 - wearing sun protective hats and clothing outdoors
 - Using SPF 30+ broad-spectrum, water-resistant sunscreen
 - Seeking shade whenever possible
8. The children will learn about skin and ways to protect their skin from the sun.
9. The Sun Protection Policy will be reinforced in a positive way through carer's and children's activities, and centre displays.
10. Educators and families will be provided with information on sun protection through family newsletters, noticeboards and meetings.
11. Management and educators will monitor and review the effectiveness of the Sun Protection Policy every two years and revise the policy as required.

When enrolling their child, families will be:

1. Informed of the Centre's Sun Protection Policy.
 1. Asked to provide a suitable hat for their child.
 2. Asked to provide SPF 30+, broad-spectrum, water-resistant sunscreen for their child.
 3. Required to give permission for educators to apply sunscreen to their child.
 4. Encouraged to practice SunSmart behaviours themselves when at the Centre.

TOYS FROM HOME

The bringing of toys from home is discouraged - not only can they cause conflict, there is no guarantee that they will not be broken or that they are safe. If children want the security of a special soft toy, please ensure it clearly labelled.

During the day educators may encourage the child to store the toy in a 'safe' place.

Parents are asked that all aggressive and war toys are left at home.

"Super Hero" clothing is not permitted, we are also a no gun & sword centre, if your child brings them in, they will be put in the office until the child is collected at the end of the day.

Our educators select toys that foster peace, cooperation and education *"Aggression and violence are not acceptable and play no role in our centre."*

LANGUAGE

Wonderland Childcare and Kinder is a multicultural centre and we welcome children and families from many different cultures and backgrounds. Obviously many of the children will be bilingual, often speaking their parents language at home and English in the centre. For the younger child who is at the stage of language development, it is really helpful to educators if you provide us with key phrases and words in the child's home language. This helps us to give the child a clear message when using the toilet or during meal times etc. This can be done by writing down the word in your language.

DISCIPLINE POLICY

Children are encouraged to develop social skills which will help them resolve conflicts and have their needs met without aggressive or destructive behaviour.

Staff members endeavour to anticipate conflict situations and redirect children to other activities.

Educators are trained not to reinforce negative behaviour by over attending to the child and we continually display positive reinforcement and modelling of correct behaviour.

Parents are strongly encouraged to talk to the educators in regards for the best strategies in behaviour management. Once specific strategies are decided upon all educators are consistent in supporting both the parents and following through with these strategies.

The centre will provide an atmosphere in which your child will be able to practise self-control rather than just being obedient to an adult. Educators will be in control but your child will be able to make choices and learn about the responsibilities and consequences of doing so. A few simple group rules will help your child learn to respect property and the rights of others.

Expectations of children will be age appropriate and based on individual development.

To ensure that the behaviour of children is applied equitably to all children

To ensure continuity

To ensure consistency

To ensure that individual needs of children are met

When disciplinary situations occur which require educators intervention, educators aim to provide the child with a clear explanation as to why particular behaviour is unacceptable, and they try to help find alternative acceptable behaviours eg, with under 3 age group redirection is encouraged. The qualified in charge of your child's room will be happy to talk with you regarding any behavioural problems you are having with your child.

If the unsettled behaviour continues it may be recommended by management to seek specialist advice. **Management reserves the right to exclude any child who continually exhibits unacceptable behaviour which would endanger the well being of all other children as well as interfere the daily routine of the room.**

BITING POLICY

Biting is a common incident that is common between the ages of 8-18 months as this is when most children go through the 'oral' stage of development. Children gain gratification by mouthing anything eg. Objects and as they cannot express themselves verbally they bite. It is important for educators to use positive reinforcement eg. Praising positive behaviours and giving less or no attention to undesired behaviours.

When a child is bitten we need to give first aid, reassurance etc. The biting child will be removed from the accident area and then educators will tell them that "biting hurts and that it makes somebody cry." Carers will show or tell the child how they should have reacted eg. Using their words or gaining caregivers attention.

When a biting incident occurs, educators will follow procedures for handling minor accidents. If skin is broken during the incident, parents of both children will be contacted and advised to seek medical advice.

Educators will always attempt to prevent biting from occurring. If your child is bitten by another child please sign the accident book and feel free to discuss with the qualified in your child's room how it happened. Educators are not permitted to give the name of the child who bit, so we ask that you please focus on how the situation is being rectified rather than why it happened. Educators will also keep a behaviour management diary on children who consistently bite so they can monitor and control their biting habits.

PHOTOGRAPH POLICY

Wonderland Childcare and Kinder specify in the enrolment form for the consent or permission from parents/guardian for their child/ren to be photographed as part of the program.

PARENTS/GUARDIANS

You, the parents/guardian of the children in our care, can provide us with valuable information that will help us examine our centre and identify areas where we do well and areas where there may be room for improvement. Please participate by informing us of any concerns as quickly as possible and by attending any 'Parent Centre Meetings' scheduled during the year. From time to time, we may consult with you regarding Centre Policies by asking you to fill in a questionnaire,

Please oblige by filling in and returning on the due date.

Please share day to day happenings that affect your child with the qualified in charge of each room. When you place your child in the centre, you need to ensure that your child is getting more than just child minding, You need to be sure that their intellectual, physical, social and emotional development is enhanced.

Should you have any concerns regarding your child's behaviour or development whilst in the centre, please feel free to make an appointment with the co-ordinator.

COMPLAINTS

It is the policy of this Centre to address grievance/complaints promptly, with emphasis being placed on resolving issues in a professional and ethical manner. All complaints will be dealt with in a professional, confidential and resolute manner. It is important that we encourage parents to be comfortable in approaching the Centre Manager when complaints arise.

A Centre Suggestion Box is available for all parents and educators to provide feedback or written complaints to the Centre. Centre Suggestion Box is opened regularly by Centre Directors only.

Parents are also welcome to send your complaints, feedback, concerns or queries to the Centre Management via our Centre e-mail address at wck@bigpond.net.au.

It is not ethical to involve other staff members or parents in an individual concern, it is also not ethical to involve outside agencies before addressing the issues with the Centre Manager.

All matters are considered Private & Confidential and will be handled appropriately.

If you wish to discuss any issues regarding your child or the centre, please make arrangements with the qualified staff member in your child's room. Every room has a communication book where all concerns and issues can be addressed. It is important that we encourage parents to be comfortable in approaching the centre Director/manager when complaints arise. This gives the service an opportunity to address these issues immediately.

If the problem/complaint is not resolved satisfactorily, you are welcome to bring the issue to the Centre Director. The Director will investigate the grievance/complaints by questioning those involved, discussing issues with educators and those who may have any input into the situation. The time frame will be as short as possible but will depend on the seriousness of the problem or complaint.

There are a number of ways to address your concerns/complaints directly to the Centre Directors as follows:

Centre Directors: Betty and Phileas Lee

Face-to-face meeting at the office

Telephone: You can call direct to mobile at 0413289933

E-mail: Personal e-mail at phileas@bigpond.net.au

The Director will then report back to the complainant by face-to-face meeting and if needed have staff involved.

As a final step, if not resolved to your satisfaction, you should take your complaint or problem to the Department of Education and Training

Eastern Metropolitan Region

Level 3, Springvale Rd

Glen Waverley 3150

Telephone: 9265-2400

Facsimile: 9265-2574

or Licensed Childcare/Children's Service help line on 1300 307 415

PRIVACY POLICY

To fulfil the statutory obligations necessary to operate the service and to provide the highest standard of service, Wonderland Child Care is required to collect personal information about those children and parents/guardians using the centre before and during the course of their child/children's enrolment at the

centre. Wonderland staff are committed to protecting children's and parent's/guardian's privacy whilst abiding by the National Privacy Principles, now an integral part of the Privacy Act 1988.

What information do we collect, why and how is it used.

Basic details are usually collected directly from parents/guardians such as names, addresses, phone contacts and it is also necessary for our staff to collect details regarding children's name, date of birth, medical details, health routines, likes and dislikes, which make up a personal data profile. Some of the information we collect is to satisfy the service's legal obligations under the Children's Services Regulations 2009 and the Children's Services Act 1996.

We are also required to collect and hold information regarding families Child Care Benefit entitlements and this information is vital to enable us to provide the best possible individual care for children and for processing payments. Naturally much of the children and parents/guardians information is determined to be of a strictly personal nature and at times it might be regarded as "sensitive", therefore not the sort of information that would be unnecessarily disclosed.

Parents / guardians are therefore assured that:

- Information collected will only be used by our child care professionals to enable them to deliver care of the highest standards to fulfil its statutory obligations necessary to operate the centre.
- Information collected, including identifying CRN numbers, will not be disclosed to anyone not associated with the care of your child/children without your express consent, then only used or disclosed for the centre's primary purpose unless otherwise directed by specified lawful authority.
- Reasonable steps are taken to ensure children and parent's/guardian's information collected is accurate, complete and up-to-date. Personal information collected is securely held and protected from misuse or loss and from unauthorized access or disclosure.
- You are free to seek access to the information held about you and your child/children, and access is provided without undue delay; it may entail the inspection of your child/children's records or the provision of copies of the information.
- There will be no charges made for requesting this information but there may be a fee levied to cover the cost associated with the processing of this request.
- Should the occasion arise, unless there is a good practical or legal reason to require identification, parents/guardians or other individuals have the option to provide information anonymously?
- All information needed to be discarded is shredded on the centre's premises.
- Wonderland is a registered service with the Department of Human Services

Regulations:

All staff at Wonderland need to familiarise themselves & comply with the Children's Services Regulations, 2009 & the Act. A copy of both are available in the office.

Policy on Employment of Qualified Educators:

Our qualified & experienced educators have a strong commitment to the provision of high quality care. Children are given scope & experience in all which are **vital** for a happy & healthy child in warm & caring environment thus giving a sense of belonging & of being a special person in their own right.

The centre is committed to providing a service within the guidelines of the Children's Services Regulations, 2009 & the Act.

Policy on Employment of Assistants:

Unqualified & qualified assistants have a strong commitment to the provision of high quality care. Children are given scope & experience in all which are **vital** for a happy & healthy child in warm & caring environment thus giving a sense of belonging & of being a special person in their own right.

TERMINATION OF ENROLMENT POLICY

Two weeks notice in writing is required when your child is leaving the centre;

Please advise the office educators as well as the qualified in your child's room to enable us to complete any relevant paperwork. All child's belongings and artworks should be collected and picked up on the last day of child's attendance. The Centre will not be held responsible for child's items not collected after child's leaving the Centre. Please explain to your child why they are leaving the Centre & give them time to prepare for farewells to educators & friends