

Sprouts Early Learning
Forrestfield

FAMILY HANDBOOK



Welcome to Sprouts Early Learning!

We are thrilled to have you and your little one join our community. As you settle in, we invite you to dive into our handbook—a guide packed with everything you'll need to know to make your experience with us smooth, safe, and enriching. From policies and procedures to day-to-day routines, this handbook holds valuable insights into how we nurture growth, learning, and joy here at Sprouts. We know it's a bit of a read, but we promise it's worth it! Please take some time to explore each section so that together we can make Sprouts a wonderful place for your child to grow.

Our Family Handbook provides important information for families to ensure the best possible start to the quality education and care offered to children attending Sprouts Early Learning Forrestfield.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

At Sprouts Early Learning, we have an open-door policy and you and your family are welcome to visit our Service at any time.

Our Sprouts Early Learning services stand as a beacon of growth, love, and learning. We invite you to join us on this exciting journey as we nurture the future, one Sprout at a time.

Welcome to Sprouts Early Learning – where our little sprouting citizens of now, grow into mighty trees!

Donna Bush

Managing Director

"A child is powerful from birth, naturally open to the world and capable of building their own understanding. Each child is seen in their wholeness, guided by their own unique and remarkable path, curiosity and passion for life. A competent and capable child."



Table of Contents

TABLE OF CONTENTS	2
PHILOSOPHY	4
SERVICE INFORMATION	5
CONTACT INFORMATION	5
MANAGEMENT STRUCTURE	5
OUR COMMITMENT TO CHILD SAFETY	6
CODE OF CONDUCT	7
OUR EDUCATORS AND STAFF	8
NATIONAL QUALITY FRAMEWORK	9
REGULATORY AUTHORITY	10
EDUCATOR TO CHILD RATIOS (WA)	11
EARLY YEARS LEARNING FRAMEWORK (EYLF)	11
EDUCATIONAL PROGRAM	13
GOALS FOR YOUR CHILD AT OUR SERVICE	14
DOCUMENTATION OF LEARNING/PORTFOLIOS	15
COMMUNICATION	15
ENROLMENT INFORMATION	16
FEES, REBATES AND ATTENDANCE	17
CHILD CARE SUBSIDY (CCS)	18
COMPLYING WRITTEN AGREEMENT (CWA)	18
ABSENCES	19
FEES IN ARREARS/ FINANCIAL SUPPORT	19
WITHDRAWAL FROM CARE/REDUCING ENROLMENT DAYS	20
SERVICE CLOSING TIME AND LATE COLLECTION FEES	20
PERMANENT AND CASUAL BOOKINGS	20
WAITING LIST	21
PRIORITY OF ACCESS	21
SERVICE POLICIES AND PROCEDURES	21
ORIENTATION-PREPARED FOR YOUR CHILD'S FIRST DAY	21
ARRIVAL AND DEPARTURE	22
THE FIRST DAY/WEEK	22
SAYING GOODBYE	23
WHAT YOU NEED TO BRING	23
FOOD	24
MEALS	24
BREASTFEEDING	25
CLOTHING	25
TOYS	25
BEHAVIOUR GUIDANCE	26
WELLBEING	26
PHYSICAL PLAY	26

REST AND SLEEP	27
SUSTAINABILITY	27
BIRTHDAYS	27
SUN SAFETY	27
PARENT PARTICIPATION AND FEEDBACK	28
FAMILY INVOLVEMENT	29
HEALTH AND HYGIENE	30
INFECTIOUS DISEASES	31
IMMUNISATION	32
MEDICATION	32
INCIDENTS, INJURY OR TRAUMA	33
SAFETY IN OUR SERVICE	34
SOCIAL MEDIA	35
PARENT ACKNOWLEDGEMENT	37

Philosophy

Our philosophy is rooted in core values that guide every aspect of our child care centres. As we embark on this journey of growth and learning together, we invite you to explore the Sprouts Early Learning experience through the lens of SUSTAINABILITY, EMPOWERMENT EQUITY and DIVERSITY.

Sustainability: Growing Today, Preserving Tomorrow. Here at Sprouts Early Learning, we recognise the interconnectedness of our actions and the world around us. We are committed to fostering sustainability by laying the foundations for an environmentally responsible future for our littlest citizens of now. Embedded in exploring local contexts, we incorporate green practices in our daily operations to cultivate a love for nature through outdoor activities, we strive to inspire a sense of responsibility in the next generation towards our planet.

Empowering Gratitude: Cultivating Thankful Hearts. Gratitude is the foundation of a joyful life, and at Sprouts, we encourage a culture of appreciation and thankfulness. Our educators instil the importance of gratitude through daily practices, fostering a positive atmosphere where children learn to express appreciation for the little things. By nurturing grateful hearts, we empower our young ones to find joy in every moment and build meaningful connections with others.

Equity: Providing an Equal Platform for Growth At Sprouts, we are dedicated to creating an environment where every child has equal opportunities to thrive. We create educational and play programs to advantage the child as an individual and prioritise equity in our programs, ensuring that each child receives the support and resources they need to reach their full potential. We lay the foundation for an environment where every child has the chance to grow and succeed by fostering an inclusive and fair environment, regardless of their background or circumstances.

Diversity: Diversity is like a vibrant colour filled garden of cultures, backgrounds, and perspectives. Diversity enriches our world with a colourful tapestry of perspectives, traditions, and experiences. It's the merry-go-round of life, spinning with people of various shapes, sizes, colours, and beliefs, all laughing together under the same sun. Our educational curriculum embracing diversity creates an environment where every child feels seen, valued, and understood. Our commitment to diversity ensures that Sprouts Early Learning is a place where each child can flourish, learning and growing alongside friends from different walks of life.

Service Information

Sprouts Early Learning is a privately owned long day education and care centre, catering for children aged 6 weeks to 5 years. We are open from 7.30am to 6.00pm Monday to Friday, 52 weeks of the year and closed on public holidays. Notice will be given in our newsletters when these days occur. We close early at 4pm on Christmas Eve and New Years Eve where they fall on a weekday.

We have 6 classrooms named after local trees:

Banksia + Mallee – 2 Nurseries for babies and infants 6 weeks to 17 months

Ilyarrie – Tiny Toddlers aged 16 months to 2 years

Hakea – Toddler classroom for 2 to 3 years

Marri – Junior Pre School classroom for 3 to 4 year olds

Jarrah – Pre School classroom for 4 to 5 year olds

Contact Information

Phone: 6256 1462

Email: director@forrestfield.sproutselc.com.au

Website: sproutsearlylearning.com.au

Management Structure

Approved Provider: [Sprouts Early Learning Early Learning](#)

Managing Director: [Donna Bush](#)

Nominated Supervisor: [Sally Broughton](#)

Director: [Sally Broughton](#)

Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Sprouts Early learning Forrestfield. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the *Children and Young Persons The Children and Community Services Act 2004 (Act no. 2004/034)* and we maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working With Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns.

We aim to ensure our education and care service is a tobacco, drug and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in or on surrounding areas of the Service by educators, staff, parents or visitors.

Code of Conduct

A very strange thing happened at the time of COVID, people had to be reminded to act respectfully. While you will not see a sign that says PLEASE TREAT OTHERS WITH RESPECT, here is the Code of Conduct outlining expectations of behaviour while your child is attending a Sprouts Early Learning facility. If you have any complaint or grievance please try and solve the problem with the Centre Director, if this is not successful email donna@sproutselc.com.au

Sprouts Early Learning has zero tolerance for violent or threatening behaviour, if you fail to treat Staff, other parents or children with respect, your child's place in the service will be withdrawn.

Sprouts Early Learning Code of Conduct: A Community Built on Respect

This Code of Conduct establishes the standards for all members of our Sprouts Early Learning community, including both our team and parents. It reflects our commitment to creating a respectful, supportive, and enriching environment where children thrive and families feel welcome. Failure to engage with this Code of Conduct may affect your child's place at Sprouts Early Learning.

Employees are also guided by the ethical responsibilities outlined in Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility. We ask parents to join us in embracing these shared values.

1. Respect for Children

- Child-Centered Approach: Prioritise the well-being, safety, and unique needs of each child, recognising and respecting their individuality.
- Empathy and Patience: Approach each child with kindness, patience, and understanding, honouring their developmental journey and background.
- Positive Role Modeling: Demonstrate behaviours, language, and attitudes that set a respectful example for children to follow.

2. Respect for Families and Parents

- Open and Supportive Communication: Foster clear, respectful, and honest communication between educators and parents, recognising the shared role in supporting each child's growth.
- Confidentiality: Respect the privacy of families, ensuring that personal information is handled with care and discretion. Do not
- Cultural Sensitivity and Inclusion: Celebrate and honour the diverse backgrounds, cultures, and beliefs of all families within our community, promoting a sense of belonging for everyone.

3. Respect for Educators

- Professionalism and Collaboration: Work collaboratively with educators, valuing each professional's expertise, commitment, and dedication to the children's development.
- Constructive and Respectful Feedback: Approach any concerns or suggestions in a constructive, solution-focused manner, promoting growth and positive change.
- Recognition and Appreciation: Acknowledge the efforts, skills, and contributions of educators, showing gratitude for the important work they do.

4. Respect for Parents

- Support and Understanding: Educators will actively listen to and support parents, acknowledging that parents are a child's first teachers and essential partners in learning.
- Inclusivity and Empowerment: Encourage parents to participate in the life of the centre, welcoming their ideas, feedback, and unique contributions to enrich our community.
- Respectful Communication: Engage in respectful, open dialogue with parents, recognising their perspectives, and working together to support each child's success.

5. Respect for Policies and Procedures

- Commitment to Policies: Familiarise yourself with and adhere to all centre policies, understanding that they are designed to protect and support the well-being of everyone in our community.
- Proactive Engagement: Actively participate in updates or changes to policies, supporting our shared commitment to high standards and ethical practices.
- Consistency and Responsibility: Model respect for policies, reinforcing their importance in creating a safe, reliable, and nurturing environment for all.

Together, by upholding this Code of Conduct, we build a respectful and welcoming Sprouts community that values equality, integrity, and shared responsibility for the enrichment of all children, families, and educators. Thank you for helping us create a space where everyone feels valued, respected, and engaged!

Our educators and staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care.

Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational and wellbeing needs of our children and reflecting on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research based educational programs.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks/Cards and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

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

National Quality Framework

Our Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system.

Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement.

Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

Regulatory Authority

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

Western Australia

DEPARTMENT OF COMMUNITIES

Phone inquiries: 9am to 5pm, Monday to Friday.

Address: Boorloo Campus
Level 7, 130 Stirling Street
Perth WA 6000

Mailing Address: Locked Bag 5000
Fremantle WA 6959

Telephone: (08) 6277 3889
1800 199 383

Email: ECRU@communities.wa.gov.au

Educator to child ratios (WA)

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This provides us with flexibility to respond to children's interests and needs at different times during the day.

AGE OF CHILDREN:	EDUCATOR TO CHILD RATIOS:
Birth to 24 months	1:4
Over 24 months and less than 36 months	1:5
36 months up to and including preschool age	1:10

Early Years Learning Framework (EYLF)

The **Early Years Learning Framework (EYLF)** is the early years curriculum of learning that guides educators in creating play-based learning programs that enhance children's development and wellbeing from birth to age five, including their transition to school. Updated in 2023, the EYLF reflects modern practices and emphasizes children's learning through relationships, especially with family, their first educators.

At its core, the EYLF views children's lives through **Belonging, Being, and Becoming**:

- **Belonging**: Children are connected to family, community, and culture. These relationships shape their identity and sense of place.
- **Being**: Childhood is a time for children to live in the moment, explore, and form relationships, while discovering the world around them.
- **Becoming**: As children grow, their skills, identities, and knowledge evolve. This process is supported through collaboration between educators, families, and the children themselves.

The framework's vision is to promote confident, creative individuals who are lifelong learners and active members of their communities.

The diversity of family and community life in Australia means that children experience belonging, being and becoming in many ways. They bring their diverse experiences, home languages, perspectives expectations and cultural ways of knowing, being and doing to their learning. Educators understand, respect and work with each child's unique qualities and capabilities. Children's learning, development and wellbeing are communicated through 5 Learning Outcomes.

Outcome 1: Children have a strong sense of identity

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

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

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

Educational Program

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF) V2.0. Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

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

We know that children learn effectively through play and educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as educators have any areas of concern about your child's development, we will inform you and share our observations and advise of follow up assistance e.g., speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

Goals for your child at our Service

“Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture.” Loris Malaguzzi (from the catalogue of the exhibit ‘The Hundred Languages of Children’)

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

Wellbeing and a strong sense of connection, optimism, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning. (Early Years Learning Framework V.2.0. p.9).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self worth
- social awareness
- respect for diversity
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning.

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families, children’s first, and most influential educators.

Documentation of Learning/Portfolios

Educators observe children and facilitate their learning to provide each child with a personal, confidential digital/hard copy portfolio by documenting their learning throughout the year. Our Service uses a variety of documentation to demonstrate learning which may include:

- your child's profile
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples- drawings, photos, recorded video
- checklists and transition statements.

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. The portfolio will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience.

Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our Service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress. You are encouraged to talk to our Nominated Supervisor to arrange to meet your child's educator at a mutually convenient time.

Our Service uses OWNA software to provide real time updates about your child.

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

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Daily floor books
- All About Me form
- Mid-year and End of year interviews
- Formal meetings

Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation and pay two weeks of fees in advance.

Enrolment Form

If you require assistance completing the enrolment form, please contact our Nominated Supervisor or reception staff for assistance.

We will require the following documentation:

- a copy of your child's birth certificate or identity documents
- your child's Medicare number (if available)
- certified copies of any court order, parenting orders or parenting plans
- an immunisation history statement from the Australian Immunisation Register

This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Please note, the names written on the enrolment form must match the names on your child's birth certificate.

Family law and access

Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child as part of the required enrolment documentation and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

Inclusion of all children

If your child has a disability, please speak to our Nominated Supervisor prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Our Service may be able to apply for additional support through the [Inclusion Support Program \(ISP\)](#) to assist your child's access.

Authorised Nominees – who can we contact in an emergency?

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

Fees, rebates and attendance

Fees

Fees must always be paid two weeks in advance. Late fees will not be tolerated.

Statement of fees

Each week we will send you a statement via email before your weekly debit. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the Centre Director as soon as possible.

Families are provided with access to OWNA to access account information. Each family will be provided with individual log in details, families are reminded not to share passwords or log in details. Families are encouraged to check statements and invoices for any changes to CCS entitlements.

Payment methods

Parents/guardians are required to complete a Direct Debit form upon enrolment. Fees will be deducted fortnightly. Fees must be paid via Electronic Funds Transfer (EFT).

Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

Other Fees & Charges:

Excursions, cost of transport will be added to the fees. Notice will be given ahead of time. In attending Sprouts Early Learning you are opting in to all activities including excursions for your child.

Child Care Subsidy (CCS)

Child Care Subsidy offers assistance to families to help with the cost of child care aged 0-13 years. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school

Families who wish to receive Child Care Subsidy as reduced fees must apply through the [myGov](#) website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).



Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service by email or through our app OWNA

Child Care Subsidy will be paid for any absence from an approved child care service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please talk to the Nominated Supervisor about additional absences.

You can access your child's absence record on your online statement by selecting '[View Child Care Details and Payments](#)' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child. If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

Child Care Subsidy (CCS) is generally **NOT PAYABLE for absences on the first or last days of enrolment**. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also, if the child does not attend care on their last booked day, CCS may not be paid for any period after the child's last physical attendance at the service. There are some circumstances where CCS may be paid in these situations, please speak with the Nominated Supervisor for further information.

Fees in arrears/ Financial Support

If fees are outstanding after two weeks, and there has been no commitment to pay the fees the child's place will be removed from the service. Our Centre Directors are not debt collectors, they are too busy managing the team to educate and care for your child to be chasing debt. Please ensure your fees are always paid on time and the right amount.

Should fees still be outstanding after two weeks, a debt recovery process will be implemented, and additional late fee may added to your account. Sprouts Early Learning Forrestfield reserves the right to suspend/withdraw your child's enrolment if your account is overdue after three weeks.

If you are experiencing financial hardship, please speak to the Nominated Supervisor or Director. Additional Child Care Subsidy (ACCS) may be available to support your family, depending on the circumstance. We may be able to organise a payment plan before your fees go into arrears.

Withdrawal from care/Reducing Enrolment Days

We require **2 weeks written notice** to withdraw and/or reduce enrolment days for your child/ren from any permanent booking. While we aim to be flexible, we are running a business Please see the Nominated Supervisor to obtain the required form to complete. Children are not able to attract CCS for any days after the last day your child physically attends our Service.

There are some circumstances where CCS can be paid after the last day your child physically attends with an approved reason.

Service Closing Time and Late Collection Fees

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

The fee is \$60 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required and paid overtime to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

Permanent and Casual Bookings

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next
- must remain unchanged for a minimum of 3 weeks
- are chargeable regardless of attendance

Casual bookings are one off booking that:

- can be booked at the last minute for emergency care. This is provided that we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and will contact you if a vacancy becomes available
- are designed to support families taking on casual work and shift work
- can be cancelled at no cost, provided 24-hour notice via email is given

Waiting list

Casual waiting list: We will create a casual waiting list for casual bookings that have been requested for a session that we are at capacity. If positions become available, we will allocate them in order of application whilst adhering to recommendations of Priority of Access.

Permanent waiting list: If you would like to increase your child/ren's permanent sessions but there are no permanent vacancies, your child/ren will be placed on a waiting list until a position becomes available. Positions will be allocated in order of application, whilst adhering to our Priority of Access process.

Priority of Access

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Service Policies and Procedures

You will find a current copy of our Service policies and procedures via the OWNA app . We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and National Regulations.

Educators cannot make exceptions for individuals unless the Centre Director/Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to the needs of our families and meet required regulations. If you love reading policies and have something to contribute we would love to hear from you. Your involvement and feedback help us to improve our Service and may lead us to change our policies and procedures.

Orientation-Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We will book four sessions – free of charge to support your child's introduction to long day care. These will be the days you have nominated your child to attend care so they will meet their classroom team.

First session: 1 hour Parent and Guardian spend an hour in the classroom

Second session: 1 hour Child spends an hour in the classroom without Parent or Guardian.

Third session: 2 hours Child attends for two hours. We suggest over a meal time, morning tea or lunch.

Fourth session: 4 hours, morning or afternoon. Sleep will be offered to the infant if they usually sleep within this period.

We encourage each child to attend our Service in the company of a family member before they start their first day with us. Together with an educator you'll fill out the **ALL ABOUT ME** Form, giving us and the team valuable insight into your child's strengths and preferences. We will also share information around the educational program, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The Centre Director will contact you to arrange suitable times and days for visits.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home with them. Some children like to take a book from our library to read at home and return on the next visit.

Arrival and Departure

Each day, you must sign your child in upon arrival and sign out upon departure and note the date and times. We are required by legislation to maintain our attendance record at all times. This record may be used in the event of an emergency situation at the Service.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families.

Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Rest assured; we'll contact you if your child becomes distressed.

What you need to bring

BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. You can help by allowing them to be involved in selecting their bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

SPARE CLOTHING

Every now and then, accidents occur, or messy or water play happens and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes and spares every day which can stay in your child's bag...just in case!

DRINK BOTTLE

A labelled drink bottle is required every day for water. Children are able to refill their drink bottle when necessary, throughout the day. We always provide water and cups, but a drink bottle is a great start to school readiness.

SUN HAT

A protective sun hat (either broad brimmed or legionnaire hat) must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

CLOTHING

To keep your little one safe and comfortable outdoors, we ask that all children come dressed in sun safe clothing to help protect their delicate skin from the sun's rays. This includes tops with sleeves that cover the shoulders. Singlets and sleeveless dresses are best saved for other occasions.

Food

We supply all meals and snacks – breakfast for those who arrive at the service before 7.45am, morning tea, a cooked lunch, afternoon tea and late snack if your child is in attendance after 5pm.

RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1

CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: Nutrition Australia <https://nutritionaustralia.org/fact-sheets/adgs-recommended-daily-intakes/>

Meals

Our Service promotes healthy eating habits and provides delicious and nutritious food for your child each day. We provide a nutritionally balanced breakfast, morning tea, lunch, afternoon tea and supper. We follow the Australian Dietary Guidelines to ensure our meals are prepared to meet the dietary requirements for all children. Our menu is carefully planned and prepared by a qualified cook.

We cater for the dietary requirements of all children enrolled at our Service. Please discuss your child's special requirements, allergies and any other medical conditions with the nominated supervisor.

Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean and quiet area for mothers to breastfeed their infants or express breastmilk.

Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as they grow.

Please refer to our *Breastfeeding Policy*.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing.

Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

Shoes also, need to allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by themselves. Joggers and sandals are appropriate shoes to wear. On rainy days please feel free to pack a pair of gumboots for your little one. This way, they can splash, explore, and enjoy the wet weather while keeping their feet warm and dry.

Thongs and slippers are not suitable, and we prefer that these are NOT worn to the Service.

Toys

The Service has an abundance of developmentally appropriate toys and equipment available and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day.

Behaviour Guidance

We follow the principle and theories from Dr Louise Porter. She is passionate about safeguarding children's self-esteem, promoting their social skills, and supporting their resilience in the face of the challenges that life often raises. Louise advocates for teaching children to behave considerately, being mindful of how their behaviour affects others, rather than what consequences it may earn them. She is an outstanding author of some of the best texts in the world on the topic of guidance.

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a *Behaviour Guidance Policy* that extends across the whole Service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If you require further information on this policy, please ask educators and refer to our Policy manual.

Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health-physical, social, emotional and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music and relaxation.

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- develop strong bones and muscles
- improve strength and balance
- develop Flexibility and coordination
- develop Fundamental Movement Skills
- develop spatial awareness
- develop mathematical concepts

- be confident as they learn to control their bodies and understand their limits
- learn to cooperate and share with others
- promote healthy growth and development

Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots and beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with educators. Each day we provide information about the times your child rested or slept. Quiet activities, such as puzzles and books are available for those children who do not sleep.

Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching. Further, we support children to appreciate that sustainability embraces social and economic sustainability as we engage in concepts of social justice, fairness, sharing, democracy and citizenship.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, developing an appreciation of the natural world, encouraging them to participate in a recycling program and reducing energy and conserving water. We aim to provide children with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.

Birthdays

It is very exciting for a child to be having a birthday. We celebrate within the service. Due to allergies we are unable to allow any outside food to be brought into the service.

Sun Safety

We work in compliance with the National *SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times. We use a combination of sun protection measures whenever the UV Index Levels reach 3

or above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences and we conduct regular risk assessments to ensure the play space and equipment is safe for children. We complete daily Playground Surface Temperature checks during summer months or extreme hot weather to check for potential hazards.

Children and educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF30 or higher broad-spectrum water resistant), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application. Consent to apply sunscreen is included in our enrolment form.

Parent Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Dealing with Complaints Policy* that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

Family involvement

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

Your occupation or hobby

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

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

Your home culture

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

Reading

Children love to be read to. If you or your parents have the time, please contact your room educators to organise a day for reading. We love grandparents visiting our Service!

Recyclable items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

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

Community Information

We have a community notice board at the entry to our Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Our staff can also provide information for families about a range of topics including early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family centres; health clinics.

Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices.

All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

When should I keep my child at home?

Please monitor your child's health and do not bring your child to the Service if they are suffering from any illness or infectious disease.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our policies and procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

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

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child within a 30-minute time frame where possible. If your child is unable to be collected, educators will contact the

child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services

CONDITION	EXCLUSION
Hand, foot and mouth disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Herpes- Cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible
Influenzas and flu-like illnesses	Exclude until well
Measles	Exclude for at least 4 days after onset of rash
Meningitis (Bacterial)	Exclude until well
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Pertussis (Whooping Cough)	Exclude the child for 5 days after starting antibiotic treatment
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash

Salmonella	Exclude until diarrhoea ceases
Streptococcal Infection (Including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received
Worms (intestinal)	Exclude if diarrhoea present

If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit

Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families and educators.

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up-to-date immunisation schedule, please refer to your enrolment pack.

Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given to directly to an educator for appropriate safe storage.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name

- before the expiry/use by date.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents ensure our Service has adequate supplies of the required medication at all times.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

Incidents, injury or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact an ambulance immediately. We will attempt to contact a parent or guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

Safety in our Service

Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

Drop off and pick up times

Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door when getting your child into and out of their restraint
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning, our educators conduct daily safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area. We welcome all feedback regarding the safety of our Service. If you see

something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Complaints Policy*.

Our Service is required to keep and maintain detailed records about children, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy*.

Social Media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the Nominated Supervisor

and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children and educators by not publishing any personal information online.

Stay connected and find us on Facebook and Instagram.

Parent Acknowledgement

- ☐ *I/We have read this handbook carefully.*
- ☐ *I/We understand the commitment that you are undertaking providing education and care for our child, and our responsibilities to the Service.*
- ☐ *I/we have completed the enrolment form at the Service and provided the required documentation for our child.*
- ☐ *I/We have read and agree to comply with the requirements set out in this handbook and in the Service's policies.*
- ☐ *I/we agree to notify Sprouts Early Learning Forrestfield of any changes that may affect the education and care of our child (changes to court order, parenting orders, authorised nominees, Medical Management Plans, medication etc).*

Family Name		Date	
Parent Name			
Children/s Name			
Parent/Guardian Signature			
Parent/Guardian Signature			

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

Have you completed the orientation evaluation? Please circle Yes/ No