

Operational Management Plan

FOR CHILDCARE CENTRE

301 KINGSGROVE ROAD, KINGSGROVE



1 Executive Summary

This Plan of Management (POM) forms an essential part of the ongoing management requirements for the Child Care Centre. It is a document required by Council and that reflects a reasonable agreement between the Centre Operators and the Council in order to minimize any adverse effects upon neighbours.

1.1 Capacity of Centre

The Centre's capacity is for a total of 47 Children as follows:

- 7 Children 0 -2 Years of age,
- 20 Children 2-3 Years of age;
- 20 Children - 3-5 Years of age.

1.2 Hours of Operation

The Centre opens daily Monday to Friday from 7.00 am to 6.00pm, fifty (50) Weeks a year. The Centre closes for Public Holidays.

Each Christmas the Centre is closed for two weeks. It is the responsibility of Parents/Carers to ensure that arrangements are met for the care of their children. Parents /Carers will be informed of any changes by written and verbal notification

1.3 Staffing

The Centre will be operated by six 6 staff (including the primary contact staff and a Nominated Supervisor) and a part time cook.

There will be a structured routine where the children will be divided between their age groups of 0-2 years (Babies), 2-3 years (Toddlers) and 3-5 years (Pre-schoolers). A daily program will be based on their needs and individual development/progress.

Each group will be required to maintain staff to children ratios in accordance with the Childcare Regulations.

1.4 Staff Arrival

Not all staff arrives at the same time. The arrivals are usually staggered between the hours of 6.30am to 10.00am. Full-time staff work for 8 hours a day. Part-time or Casual staff work shifts as required.

- A. 2 Staff arrive at 6.30 am (open the centre)
- B. 2 Staff arrive at 8.00am (divide children into age groups)

- C. 1 Staff (cook) arrives at 8.30am and leaves at 1.00 pm
- D. 1 Staff arrives at 9.30 am

1.5 Parents/Children Arrival and Departure

In the morning, parents usually arrive between the hours of 7.00am-9:30am. Similarly for pick-up, the parents will start arriving from 3.00pm and stagger until 6.00pm.

2 Centre Opening Policy

Rationale

To ensure that the Centre is prepared in a way that provides a safe and quality environment to meet the best interests and needs of all children attending the Service.

Guidelines

Each morning staff must ensure that all doors are unlocked and no obstructions are blocking the door ways. All outside gates must be locked securely. The room needs to be a comfortable temperature for all, please ensure the air conditioners and fans are utilised when needed.

The play ground and play room will be checked for any dangers such as cane toads, snakes, bees or other dangerous insects. If it is safe to do so, remove any of these.

Staff ensure that a list of children attending for the day is written down on the daily information sheet for parents. This information can be found on the attendance sheets. Please then inform the canteen staff of how many children they will need to cater for.

Staff set up the play room and play ground. Staff ensure that the room is professionally set up, presenting the experiences in an appealing way for children. The outdoor sandpit will be raked and paths swept. All climbing equipment must be set up as per soft fall requirements.

Staff ensure each child arriving at the Centre is welcomed and that they have had an application of sunscreen on arrival. Staff must be aware of parents dropping their children off; while parents must ensure a staff member knows that their child has arrived and that they are not left unsupervised.

Staff fill out the Centre Arrival Safety Checklist.

Qualified staff on duty are responsible for ensuring that these guidelines are met.

3 Centre Closure Policy

Rationale

To ensure that the Child Care Centre closing procedure is effective and appropriate to the needs of the Service and staff and The Department of Education and Training recommendations are met.

This Policy will ensure that all children have been collected before the Centre closes.

Guidelines

At the end of the day, all children remaining in the Community of Learners are brought together for group time/supervision. Staff and children continue program whilst waiting for pick up.

All staff ensure that the playroom environment is clean and ready for the morning staff to set up the program.

All benches are to be tidy and free of dust and all equipment and art materials are to be washed and stored in the appropriate cupboards.

All clean washing will be folded and stored in the appropriate cupboard.

Staff ensure that the playground equipment is stored correctly.

Parents of children remaining after 5:45pm will be contacted (unless they have contacted the Community of Learners to say they are delayed).

Once all children have left for the day, staff will check all rooms and the play ground to make sure that there are no children present. Staff will check that all children are signed out on the attendance sheets. Parents of children who have not been signed out are to be contacted to verify that the child has been collected and parents must be reminded to sign the sign out sheets. Staff fill out Centre Departure Safety Checklist. Staff then can proceed to turn off lights, fans; air conditioners then lock the doors and bathroom.

4 Children's Schedules

DAILY ROUTINE IN THE 0-2 YEARS ROOM

7.00am: Centre opens

7.30am-8.00am: Breakfast & Family Grouping in the 0-2 Room

A quiet, settling time for children of mixed ages.

8am -9am: Free play in the 0-2 years Room

A time for babies to participate in a variety of free play learning experiences.

9.00am: Nappy Change Time

9.00am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

Held in the Caterpillar Room. A time for hand washing, fruit and a healthy snack; and, for babies to practice their developing self-help skills. Daily Communication Chart record completed for individual babies eating.

9.30am - 9.45am: Sleep Time and One-on one Activity Time

A time for some babies to sleep; and a time for staff to be able to focus on babies individual interests.

Staff use this time to record Morning Meeting Notes involving a written record of babies play interests.

10am: Transition to Indoor/Outdoor Active Play Area

A Time for babies and staff to tidy the 0-2 years Room then transition to the Indoor/ Outdoor play area.

Transition strategies include music and movement. A staff member stays with babies who are still sleeping, and bring them Outdoor as they wake.

10am -10.45am: Planned and Spontaneous Indoor/Outdoor Active Activities

a time for babies who are interested to participate in planned and spontaneous activities and projects that

are based on developing babies emerging skills and development. These are pre-planned and/or spontaneous activities based on meeting the Early Years learning Framework Outcomes; and, babies developing interests, skills and needs.

10.30am: Music and Movement Time

A time for babies who are interested to actively participate in various music and movement experiences.

10.45am -11.00am: Nappy Change Time

11.00am: Transition to the 0-2 years Room

A time for babies to tidy the Outdoor play area then transition to the 0-2 year's room.

11am-11.30am: Progressive Lunch Time

A time for hand washing, lunch; and, for babies to practice their developing self-help skills. Daily Communication Chart record completed for individual babies eating.

11.30am-1pm: Sleep Time and One-on one Activity Time

A time for some babies to sleep; and a time for staff to be able to focus on babies individual interests.

Staff use this time to record Morning Meeting Notes involving a written record of babies play interests.

1pm-1.15pm: Nappy Change Time

1.15pm - 1.30pm: Progressive Tea Time

A time for hand washing, a healthy snack and for babies to practice their developing self-help skills. Daily Communication Chart record of individual babies eating.

1.30pm-2pm: Sleep Time and Free Play Time

A time for some babies to sleep; and a time for babies to choose what they would like to play with.

2.00pm- 2.15pm: Music and Movement Group Time

A time for babies who are interested to participate in a music and movement session.

2.30pm: Transition to Play Area for Free Play and Family Grouping

A time for babies and staff to tidy the Caterpillar room and then transition to the Outdoor play area. Transition strategies include music and movement. Once outdoors, this is a time for babies who are interested to engage with various Learning centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for babies to choose indoor/outdoor play (staff/child ratio permitting).

2.45pm - 3pm: Story reading Time

A time for babies who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

3.45pm - 4pm: Music and Movement Group Time

A time for babies who are interested to participate in music and movement session.

4:00pm: Nappy Change Time

4.00pm - 4.30pm: Progressive Late Afternoon Snack Time

A time for hand washing, a healthy snack and for babies to practice their developing self-help skills.

4.00pm: Nappy Change Time

4.30 - 5.30pm: Story reading Time

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.00pm: Centre closes

DAILY ROUTINE IN THE 2-3 YEARS ROOM

7.00am: Centre opens

7.30am-8.00am: Breakfast & Family Grouping in the Caterpillar Room

A quiet, settling time for children of mixed ages.

8am: Transition to the Indoor/Outdoor Active Play Area

A time for children to tidy the Caterpillar room then transition to the outdoor play area. This involves children having to follow teacher instruction. Transition strategies include music and movement,
e.g. our 'Lining up Song.'

8am -9am: Free play in the Active Indoor/Outdoor

A time for children to participate in a variety of free play learning experiences. Children are given the choice and flexibility to play indoors or outdoors (weather permitting).

9.00am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

Held in the Caterpillar Room. A time for hand washing, fruit and a healthy snack; and, for babies to practice their developing self-help skills. Daily Communication Chart record completed for individual babies eating.

9.30am - 9.45am: Good Morning Circle Group Time

A time for staff and children to say hello; discuss overview of day including activities provided; revisit project interests; and record Morning Meeting Notes involving a written record of children's requests & play interests.

9.45am- 10am: Planned Outdoor Activities

A time for children who are interested to participate in planned outdoor activities and projects.

10am: Transition to the Busy Bees Classroom

A time for children to tidy the Outdoor play area then transition to the 2-3 years class room. This involves children having to follow teacher instruction. Transition strategies include music and movement.

10am -10.15am: Music and Movement Time

A time for children who are interested to actively participate in various music and movement experiences. Educators can also use this time to prepare experiences for the children.

10:15am- 11.00am: Planned Indoor Experiences including Art & Craft

A time for children who are interested to participate in various activities those are based on developing children's emerging skills and development. These are pre-planned activities based on meeting the Early Years learning Framework Outcomes; and, children's developing interests, skills and needs.

11.00am: Nappy Change Time**11.30am - 12pm:** Progressive Lunch Time

Held inside the 2-3 year room. A time for hand washing, lunch; and, for children to practice their developing

self- help skills. Daily Communication Chart record completed for individual children's eating.

This is also a time for educators to prepare beds.

12pm - 1:30pm: Progressive Nap Time

A time for children to sleep or rest and restore their energy for the afternoon session. Daily Communication Chart record completed for individual children's sleeping times. This is also a time for educator's to document children's learning and create classroom displays.

1.30pm: Nappy Change Time**1.30 - 2.00pm:** Free Play, Quiet Activities

A time for children to participate in quiet activities while other children are still sleeping.

2pm- 2.30pm: Progressive Afternoon Tea

A time for hand washing, a healthy snack and for children to practice their developing self-help skills. Daily Communication Chart record of individual children's eating.

2.20pm-2.30pm: Story reading Time and Tidying of Room

A time for children who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

2.30pm: Transition to Outdoor Play Area for Free Play and Family Grouping

A time for children to transition to the Outdoor play area. This involves children following teacher instruction. Transition strategies include music and movement, e.g. our 'Lining up Song.' Once outdoors, this is a time for children who are interested to engage with various Learning centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for children to choose indoor/outdoor play.

3:45pm-4pm: Music and movement Group Time

A time for children who are interested to participate in a music and movement session. This could also be a gross motor game outside (weather permitting).

4.00pm- 4.30pm: Progressive Late Afternoon Snack Time

A time for hand washing, a healthy snack and for children to practice their developing self-help skills.

4:30pm Nappy Change Time**5.45pm:** Story Time

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.30pm: Centre closes

DAILY ROUTINE IN THE 3-5 YEARS ROOM

7.00am: Centre opens

7.30am-8.00am: Breakfast & Family Grouping in the Caterpillar Room

A quiet, settling time for children of mixed ages.

8am: Transition to the Indoor/Outdoor Active Play Area

A time for children to tidy the Caterpillar room then transition to the outdoor play area. This involves children having to follow teacher instruction. Transition strategies include music and movement,

e.g. our 'Lining up Song.'

8am -9am: Free play in the Active Indoor/Outdoor

A time for children to participate in a variety of free play learning experiences.

Children are given the choice and flexibility to play indoors or outdoors (weather permitting).

9.00am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

Held in the Caterpillar Room. A time for hand washing, fruit and a healthy snack; and, for babies to practice

their developing self-help skills. Daily Communication Chart record completed for individual children's eating.

9.30am - 9.45am: Good Morning Circle Group Time

A time for staff and children to say hello; discuss overview of day including activities provided;

revisit project interests; and record Morning Meeting Notes involving a written record of children's requests & play interests.

9.45am- 10am: Planned Outdoor Activities

A time for children who are interested to participate in planned outdoor activities and projects.

10am: Transition to the 3-5 years Room

A time for children to tidy the Outdoor play area then transition to the 2-3 years class room.

This involves children having to follow teacher instruction. Transition strategies include music and movement.

10am -10.15am: Music and Movement Time

A time for children who are interested to actively participate in various music and movement experiences. Educators can also use this time to prepare experiences for the children.

10:15am- 11.00am: Planned Indoor Experiences including Art & Craft and School Readiness

A time for children who are interested to participate in various activities those are based on developing

children's emerging skills and development. These are pre-planned activities based on meeting the Early Years learning Framework Outcomes; and, children's developing interests, skills and needs.

11.00am: Nappy Change Time

11.30am - 12pm: Progressive Lunch Time

Held inside the 3-5 year room. A time for hand washing, lunch; and, for children to practice their developing

self- help skills. Daily Communication Chart record completed for individual children's eating.

This is also a time for educators to prepare beds

12pm - 1:30pm: Progressive Nap Time

A time for children to sleep or rest and restore their energy for the afternoon session. Daily Communication Chart record completed for individual children's sleeping times. This is also a time for educator's to document children's learning and create classroom displays.

1.30pm: Nappy Change Time

1.30 - 2.00pm: Free Play, Quiet Activities

A time for children to participate in quiet activities while other children are still sleeping.

2pm- 2.30pm: Progressive Afternoon Tea

A time for hand washing, a healthy snack and for children to practice their developing self-help skills. Daily Communication Chart record of individual children's eating.

2.20pm-2.30pm: Story reading Time and Tidying of Room

A time for children who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

2.30pm: Transition to Outdoor Play Area for Free Play and Family Grouping

A time for children to transition to the Outdoor play area. This involves children following teacher instruction. Transition strategies include music and movement, e.g. our 'Lining up Song.' Once outdoors, this is a time for children who are interested to engage with various Learning centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for children to choose indoor/outdoor play.

3:45pm-4pm: Music and movement Group Time

A time for children who are interested to participate in a music and movement session. This could also be a gross motor game outside (weather permitting).

4.00pm- 4.30pm: Progressive Late Afternoon Snack Time and Free Play

A time for hand washing, a healthy snack and for children to practice their developing self-help skills.

4:30pm Nappy Change Time

5.45pm: Story Time

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.30pm: **Centre closes**

NQS: 5.2.3: The dignity and rights of every child are maintained at all times.

NQS: 5.1.2: Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

NQS: The program, including routines, is organised in ways that maximise opportunities for each child's learning

5 Traffic and Parking Management Plan

The following procedures are to be adopted for the use of the childcare centre's car parking area:

1. There should be a total of 15 parking spaces made available to the childcare centre (including 1 disabled space) at all times.
2. All parking associated with the childcare centre must occur within the basement.
3. Vehicles must enter and exit the site car parking area (basement) in a forward direction at all times
4. The disabled car space must be used by people with a valid disability permit only
5. The pedestrian walkway connecting the car parking spaces to be kept clear at all times
6. No double parking is permitted in the car parking aisle - i.e. the hardstand area in between the two opposite rows of car spaces
7. The security door at the entrance to the car park should remain open during childcare centre operating hours
8. The car parking area is not to be used for storage purposes, thereby reducing the number of available car spaces. The car park must be kept available for parking at all times
9. Staff, parents and carers must be encouraged to report improper use of the car parking area to the centre's manager. In this regard, regular parent education is paramount and should be undertaken by email or letters in children's bags
10. Staff are to regularly monitor the car park during operating hours to ensure the above items are adhered to, particularly during peak drop-off/pick-up periods
11. This Traffic & Parking Management Plan must be issued to all new parents and staff, with a copy to be included on the centre's website
12. This Traffic & Parking Management Plan is to be regularly reviewed and amended as deemed necessary.

6 Noise Management Plan

The childcare centre should not become a source of 'offensive noise' impacting adversely on the acoustic amenity of neighbouring businesses.

Children

Time out of doors is an essential component of the child's experience of the Centre. Whilst active play is encouraged, screaming and shouting is not. This type of behaviour can be intimidating to other children, and can be disturbing to neighbours. Children who persist in such behaviour may need to be excluded from outdoor activities.

A crying or distressed child will be attended to immediately (without delay). The child will be taken to a quiet area to be comforted and to be assessed for any injury, or other cause of distress.

When children are in the "Active" play area, each group will be fully supervised by two (2) teachers / carers per group at all times.

Musical instruments likely to generate excessive noise will not be permitted in the "Active" play area. The 0-2 years infants will be maintained separate from toddlers and pre-schoolers age groups.

Educators/Carers

Centre management of the centre recognize the importance of ensuring all Educators and Carers are properly trained.

In-house training will include familiarization with the procedures and requirements set out in the Noise Management Plan.

Recent graduates and relieving teachers (who may lack experience in the operation of the centre) will be supervised by permanent staff members.

Staff will be instructed to engage the children in educational play activities that the children will find both mentally and physically stimulating, at all times.

Staff will be instructed to refrain from encouraging activities that may result in excessively noisy play and running.

All temporary & permanent staff will be required to read the Noise Management Plan before starting work and to comply with it at all times.

Management

Centre management will maintain a Log of any, and all, noise complaints received. Any complaints received shall be logged with details of the nature of the complaint, time of the event and contact details of the complainant.

Centre management will endeavour to respond to any noise complaint as quickly as possible, and will advise the complainant within 48 hours of what, if any, actions have been undertaken as a result of reviewing the complaint. These actions will be recorded in the Log.

The Log will be located in the Nominated Superior's office and will be accessible to Council at any time within normal operating hours.

Centre management will provide Council and the occupants of the building with name(s) and contact details (phone number) of designated person (or persons) responsible for the addressing noise complaints.

At least one designated responsible person shall be available on site at all times during operational hours. Centre management will provide Council, and other occupants of the building with an Activity Schedule. A laminated copy of the Noise Management Plan will be displayed in the entry foyer.

All Educators/Carers (temporary and permanent) will be required to read the Noise Management Plan.

All parents / guardians will be required to read the section of the Noise Management Plan relating to their Children. Continued attendance at the Centre will be contingent on the parent and I or guardian abiding by the requirements of the Noise Management Plan.

Other building occupants will be encouraged to visit and observe the operation of the Centre. Any such visit will need to comply with NSW Department of Education & Communities guidelines and accompanied by an Authorised Supervisor of the centre. Should noise complaints persist, the Centre will engage the services of a recognised Acoustical Consultant (being a full and current member of the Australian Acoustical Society) to monitor noise levels and provide advice on any additional noise mitigation measures (if required).

Such a reporting will form part of the Log and be freely available to Council and to the Complainant. Attended noise monitoring may require access to the complainant premises.

Investigation of any noise complaint requiring the services of a recognised Acoustical Consultant will be contingent on this permission being given.

Complainants should be made aware that this will be a requirement of the investigation. Centre Management is committed to being a responsible and good neighbour to local businesses.

7 Mechanism for Conveying Policies and Updates to Parents

The centre's operations are documented in our Policies and Procedures. These Policies and Procedures make up many volumes. All educators and carers must read the Policies and Procedures and confirm in writing that they have done so. The Policies and Procedures are discussed at Staff Meetings and are continually updated and redistributed as they are amended to retain relevance and compliance.

Policies are also located in the front foyer for all families and visitors to have access to at any time.

Centre Policies are reviewed throughout the year on a monthly basis following a schedule. All revised policies are mentioned in the centre's monthly Newsletter as well as displayed in the front foyer of the centre's for families to be updated and advised of changes that have been made.

Aim

As a part of our commitment to the National Quality Framework (NQF), our service will annually review our policies and procedures to ensure excellence and compliance. Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the service and how best to meet the needs of each child being educated and cared for.

Implementation

Our centre believes that reflection and evaluation is an important aspect of quality improvement. Reviewing the centre's practices and strategies will ensure that we continually strive to improve our service to families and the children in our care. To this end, we have implemented the strategies below.

All policies and procedures will be made available to families during the enrolment and orientation period for their child.

Educators/staff will notify families of how to access policies and procedures and where they are located in the service.

Our educators/staff will ensure that all policies and procedures are reviewed annually or more often if required. This gives both families and educators/staff opportunities to suggest elements that need to be improved.

For educators/staff and management this will occur:

- At educators/staff meetings
- At the policy review points
- Family meetings

for families, this will occur:

- Via newsletters.
- At the policy review point.
- At parent/educators/staff meeting.

- However, at any time of the year educators/staff and family members are invited to enquire and have input into the policies and procedures.
- All policies will be signed, sourced and dated at each review and educators/staff will continuously seek out relevant information to provide the best possible environment.
- All stakeholders at the service must be informed of any changes to policies. This will occur in writing and be provided to families, educators/staff, management, the committee and any other relevant individuals.
- The service will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on-
 - a) The service's provision of education and care to any child enrolled at the service; or
 - b) The family's ability to utilise the service

All revised policies are displayed in the foyer as well as mentioned in the centre newsletters.

Review

The service will review this policy every year or as new information arises. The review will be conducted by:

- Management
- Families
- Employees
- Interested Parties

8 Security Measures Policy

The centre will have the following security measures in place:

Surrounding child-proof fences and gates, Security cameras and CCTV - external and internal back to base alarms. Individual Pin Code access to all staff and parents to access the centre. Individual Pin codes will be cancelled upon families cancelling their child's position at the service.

Implementation

The Nominated Supervisor, educators, staff and volunteers will adhere to the following procedure at all times to ensure the safety of children.

Children and families will not be allowed to enter our building for education and care prior to the advertised operating hours of the service as we are not licensed or insured to accept children before this time.

We encourage you to drop children off before 10.30am. We program daily for children

and a late drop off makes it difficult to effectively include children in our learning stories as a record of participation in planned activities. Also, after this time the structured nature of the day (meal times I sleep times) means that late arrivals cause disruption to the other children. For the same reason, we would prefer it if children were not picked up before 2pm.

If appointment or other circumstances require late drop off or early pick up please inform (in person or via phone) your child's teacher. This is to ensure that in the instance of late drop off that your position is not given away, and in the instance of early pick up that your child is prepared for an early departure.

If your child is going to be away for the day for any reason, please inform the centre, either via email or phone.

Arrival Procedures:

- All children are to be brought into the centre by an adult and handed to an educator. Parents are required to make contact with and inform educators when collecting their child.
- All children must be signed in by their parent or person who delivers the child to our service. If the parent or other person forgets to sign the child in they will be signed in by the nominated supervisor or an educator.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- A locker or shelf space will be made available to children and their families. A sign is posted above the lockers nominating a symbol for each child.

Departure Procedures:

- All children must be signed out by their parent or person who collects the child from our service. If the parent or other person forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises, including authorisation to go on an excursion (please refer Excursion Policy).
- It is the parent's responsibility to ensure contact details and names of authorised persons to collect their child are current and up to date.
- No child will be released into the care of an unauthorised person. If the person becomes aggressive or violent and will not leave the premises the Nominated Supervisor or educator will:
 - ensure the safety of all children and adults at the service, and implement lockdown procedures if required
 - Ring the police on 000.

- The Nominated Supervisor will ensure that the authorised nominee pick-up list for each child is kept up to date. **It is our policy that we do not allow anyone under the age of 18 to collect children.**
- No child will be released into the care of anyone not known to educators.

Parents must give prior notice where:

- the person collecting the child is someone other than those mentioned on the enrolment form (eg in an emergency) or
- there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
- If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity they will be unable to release the child into that person's care.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, if possible without the child being present
 - Suggest they contact another parent or authorised nominee to collect the child.
- Educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.

In addition, please refer to the Family Law Policy with regard to which parent can legally collect the child.

- Educators cannot prevent a parent from collecting a child, but have a moral obligation to persuade a parent to seek alternative arrangements if they feel the parent is in an unfit state to accept responsibility for the child.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and the educators feel that the person is unfit to take responsibility for the child, the educators are to bring the matter to the person's attention before releasing the child into their care. Wherever possible, this discussion is to take place without the child present. Educators are to suggest that another parent or Authorised Nominee (as per the enrolment form) is contacted, informed of the situation, and requested that they collect the child as soon as possible. If the person refuses to allow the child be collected by an alternative Authorised Nominee, the educators are to inform the police of the situation, person's name and vehicle registration number.
- Signing in and out is a condition of your child's enrolment at the centre. It is also a condition of eligibility for Child Care Benefit and a legal requirement by the government (the roll is also used as a reference tool in the event of an emergency for exact numbers/children present).
- In the case that child is not signed in/out, an educator will note the child's attendance on the roll and a reminder noted on the roll for the parent/carer.

- Two educators verify and initial the sign in out sheets at the close of business each day. In the case that a child has not been signed out, the educators will contact the parents by phone to verify their child has been collected and remind them to sign out.
- Children may leave the premises in the event of an emergency, including medical emergencies as well as excursions.
- Individuals visiting the premises must also sign in when they arrive at the service, and sign out when they leave.
- The Approved Providers/ Nominated Supervisor I Director will ensure that this policy is maintained and implemented at all times.

If a child has not been collected by the time we are due to close the service, the Nominated Supervisor will:

- Attempt to contact the parents or other authorised nominees. (Earlier attempts may have also been made to contact the parents and nominees)
- leave a voicemail or SMS message on the parent's phone if they do not answer advising he or she will wait up to 30 minutes before ringing the police or Child Protection Hotline
- Wait for 30 minutes and, if the parents or authorised nominee has not arrived, ring the police or Child Protection Hotline for guidance on the appropriate action to take.
- At the end of each day educators will check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes (refer Lock up Policy).
- Under no circumstances will the centre act against current custody orders. Parents who have limited access to their children via a custody order will be required to honour this during child care hours. Failure to do this will result in the Nominated Supervisor/Certified Supervisor/staff informing the custodial parent and/or the police.
- Copies of Court Orders and any other particular orders which restrain unauthorised collection and custody of parents/guardians/family members or friends of family must be provided to the Nominated Supervisor/Certified Supervisor. The centre will be bound by the agreement in the particular order.
- All Court Orders are to be kept at the centre with a signature and date.
- All visitors, delivery personnel and parents visiting the centre outside of usual drop off and pick up times will be required to sign the Visitors Book in the foyer. Where possible a name tag/badge is to be worn to identify a visitor in the centre.
- With relation to employment, all staff members will go through a screening and selection. Centre Nominated Supervisor/Certified Supervisor and employees will be responsible to ensure necessary checks are carried out accordingly as per regulation and law.

Review

The service will review this policy every year or as new information arises. The review will be conducted by:

- Management
- Families
- Employees
- Interested Parties

9 Supervision of Children

The Outdoor Area is 50% undercover and will have a very natural sustainable design. This area will contain a variety of fixed and specialist outdoor child care design equipment.

Outdoor Play Schedule (0-2yrs age group)

The outdoor play schedule is set out below for 7 children.

Mornings: 8:00 - 9:00

Afternoons: 2:00 - 3:00

Maximum of 7 babies to play in the outdoor play area at any one time. Children under 12 month of age normally stay with educators.

Outdoor Play Schedule (2-3yrs age group)

The outdoor play schedule is set out below for 20 children of age .

Mornings: 8:00 - 9:30

Afternoons: 3:00 - 5:00

Outdoor Play Schedule (3-5yrs age group)

The outdoor play schedule is set out below for 20 children of age .

Mornings: 8:00 - 9:30

Afternoons: 3:00 - 5:00

Activities

Outdoor activities vary from day to day and are dependent upon the weather and the program. They include:

- Ball games
- Team play
- Balancing, Climbing, Stepping
- Using variety of gross motor skills development equipment
- Environmental and nature based activities
- Supervised play
- Sand play
- Water based play (not swimming pool)
- Free play

Different age groups will be given the opportunity to participate each day in both the Indoor/Outdoor Area and the Secondary Outdoor Area.

Monitoring

The monitoring process for outdoor play is the same as for indoor as follows:

The outside play area will be used only during the centre hours of operation, depending on the weather conditions. All outdoor activities are fully supervised and monitored. Teachers and children are encouraged to participate in quiet play activities. The specified outdoor play policy and times shall be adhered to. Exceptional circumstances may apply. The centre manager shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

Implementation

The service defines 'supervision' as actively watching and attending their environment. Educators should avoid carrying out activities that will draw attention away from supervision such as reading or speaking on the phone.

If staff/carers are required to move away from actively supervising children, they should make sure they are replaced by another carer.

The service's Supervision Policy is committed to:

- Complying with Education and Care Services, National Law and National Regulations
- Ensuring that children are supervised at all times;
- Considering the design and arrangement of children's environments to support active supervision;
- Using supervision skills to reduce or prevent injury or incident to children and adults;
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected;

- Supporting educators and their care giving strategies;
- Providing consistent supervision strategies when the service requires relief staff; and
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.
- Identifying high risk experiences and developing strategies, depending on the age and development of children, where the constant supervision of children is required. For example, experiences that include using scissors or water play may require a staff/carer to stay close to young children. While older school age children may only require educators to monitor their play from a distance.
- There may be also circumstances where the service increases the adult ratios above licensing requirements to improve children's safety. This can include during excursions, when children are swimming in or playing near large volumes of water (swimming pools or fishponds), or when children are unwell.
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's Supervision Policy, procedures and practices. The service also complies with OH&S National Standards, codes of practice, Australian Standards and best practice recommendations from recognised authorities.
- The procedures relating to the Supervision Policy are laminated, clearly labelled and displayed in the service for all stakeholders to read.
 - Supervision procedures and practices are made easy to read and interpret. Educators are able to access information about rosters and relief staff lists.
 - The service will consider obtaining information in community languages.
 - The centre will have a Supervision Plan displayed in the outdoor playground which will indicated the areas of the playground which must be manned at all times. The centre staff will be required to evaluate the Supervision Plan annually or where necessary.

Procedure

Principles of Active Supervision

Supervision is one of the most important care giving strategies and skills required by educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play.

It is also crucial that educators are aware of the different ages, personalities, behaviors and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators/staff building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist staff to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Important: For family and educator model outside school hours care services, where the staff member or carer is alone with children for the majority of time, the strategies to supervise children are important because they are unable to rely upon colleagues to assist them. While services need to consider the safety of children at all times, they also need to recognise the difficulty for those educators/staff who are alone; and provide support and information that guide educators to develop active supervision strategies.

Positioning of educators/staff in the environment

- It is important that carers are able to move around effortlessly and view play areas from several different angles. An environment that allows accessible and visible monitoring will contribute to effective supervision.
- Carers should be close enough to children to intervene promptly and prevent injury. This is particularly important when children are attempting an activity for the first time or engaging in new or high risk activity. For example, if children are using play equipment such as climbing apparatus, carers should be close enough to reach the child if they slip or fall.
- Educators should ensure that students/volunteers are being considered when coordinating supervision positions.

Scanning the environment

- Scanning is important and there are times when scanning is a timed event. For example, the regular scanning of children sleeping, especially babies in cot rooms; or the regular checking of older children in outside school hours care who may not be directly supervised.

Listening when children play

- Listening is important and different sounds can alert educators/staff to a potential risks. For example, water splashing; crying; choking or gasping; offensive or aggressive language; or silence.

Knowledge of the environment and its potential risks

- Please refer to the service's Maintenance of Buildings and Equipment Policy.
- Please refer to the service's Occupational Health and Safety Policy.

Setting up the environment

- It is important that the design and arrangement of equipment should be safe enough to allow adults to freely interact without being required to continually check for hazards.
- Please refer to the service's Maintenance of Buildings and Equipment Policy.

Knowledge of the children in care and understanding how groups of children interact and play together

- It is important that educators gain knowledge of all the children as it may affect active supervision. For example, children with illness and atypical

behaviour should be closely monitored and appropriate action taken.

- Children's play and behaviour should be observed to ensure no injury or harm occurs. Although educators anticipate children's play and intervene when they see potential for harm. It is important this is balanced which allows children the freedom to attempt new experiences and to play independently.

Transitioning groups of children

- Supervision is important when children transition throughout the day. Especially when children are transitioning to their individual rooms from early morning arrival to the end of the day as staff are leaving and rooms are combining.
- A transitioning strategy educators can implement is having rolls in the morning and as children arrive they are highlighted as attending and at the end of the day the same rolls are used and crossed out when they depart, these rolls are passed onto the educators that are responsible for the supervision of the children. Then the final check is conducted at close with educator's check all room sign in and out sheets to ensure all children have been collected.

Promoting play and learning experiences

- Supervision can ensure that children's play is enjoyable and their learning opportunities are promoted. Through careful observation, educators will see opportunities for supporting and building on children's play experiences and identify when children wish to play independent of adult involvement.

Limit setting with school age children

- Children are encouraged to actively be involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows educators to give reasons to children that explain why supervision is important.
- School age children can range from five to twelve years of age, which reflects various levels of play behaviour. Educators should assess' each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children require more active supervision throughout the care period than older children do.
- The service is aware that older children require, at times, privacy and the space to be independent. Educators are encouraged to develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting.

Children's arrival and departure from the service

- To ensure only authorised persons collect children from the centre if a staff member has not met the person and personal identification is required.
- Upon enrolment and the first starting day of a child the parent/guardian is shown where to sign their child in and out and the importance of this task. Any other authorised person that may come will also be shown.

In relation to parents:

- Parents or authorised persons MUST be responsible for the supervision of children not enrolled at the Centre.
- The parent or authorised person must ensure that staff are aware of their child's arrival/departure.
- The parent must ensure that they sign their child/ren into the centre on arrival and departure.
- The parent or authorised person must hand the child over personally to a staff member before leaving the premises.
- Parents or authorised persons must be aware of children's safety in the car park area.

In relation to staff:

- The Educators at our centre are not responsible for the supervision of children who are not currently enrolled at the Centre.
- Educators are to ensure that no child will exit the Centre without a parent or authorised person.
- Educators are to ensure that they are constantly aware of all children in their care and are to take preventative measures if necessary to avoid incidents occurring.
- While on duty, educators have a first priority to ensure that they are adequately supervising the children in their care.

Nappy changes and toileting children in the service 1s bathroom

- Please refer to the services nappy changing policy
- Please refer to the service's toilet training policy.

Protective behaviours and practices

- Staff, carers, students and volunteers as role models
- Children learn through example and modelling is an important way to teach children about safe behaviours and practices.
- Educators/staff, students and volunteers must comply with the Supervision Policy.

Staff/ Carer professional development opportunities

- The service aims to maintain and strengthen the skills and knowledge of educators/staff in relation to active supervision of children and adults through ongoing training at staff meetings, workshops and written and verbal information on a regular basis.

Communication

Families

- The service communicates the importance of supervision ratios to families through displays throughout the centre and in the parent handbook.
- The service communicates the families' role in the service to support the effective supervision of children. For example, closing of gates, keeping door codes and combinations secret, or ensuring children are signed into care.

Educators/staff

- Educators communicate with one another when they are unable to supervise to ensure children are actively supervised at all times.
- Educators are responsible for the safety and supervision of children when students/volunteers are assisting with the care for children.

Management/Coordination, educators/staff

- The service identifies the importance of knowledge of supervision when recruiting and selecting educators.
- The service maintains supervision ratios in accordance with National Standards or state/territory licensing regulations through regular counting.
- Staffing rosters are developed to meet active supervision requirements and these are developed by the Nominated Supervisor/Certified Supervisor.
- The service communicates to stakeholders when there are changes to educator's rosters by displaying rosters visible to all and signed.
- If the service determines whether its environment aids or inhibits educators from active supervision through the safety checklist. For example, if there are 'blind spots' in the outdoor environment, the service will plan for changes or develop strategies to minimise potential risks

Experiences

Services should consider the following reflective questions:

- What types of experiences require educators to be constantly supervising? How do play and learning plans indicate this requirement to educators? Do the plans indicate who is responsible for supervision?
- How does the service support active supervision and ensure that experiences meet the service's health and safety practices?

Management will ensure:

- That the premises are designed and maintained to facilitate supervision of

children at all times while considering the need to maintain the rights and dignity of all children.

- Ensure that the age and supervision requirements for Educators are maintained at all times. Any Educators who are under eighteen years of age may work at the centre-based service, provided they do not work alone and are adequately supervised at all times by an Educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises.

Consideration will be given to the design and arrangement of children's environments to support active supervision;

- Using supervision skills to reduce or prevent injury or incident to children and adults
- Guiding Educators to make decisions about when children's play needs to be interrupted and redirected
- Supporting Educators with specific strategies
- Providing consistent supervision strategies when the service requires relief Educators
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased; and...

Consideration by Nominated Supervisor/ Certified Supervisor will include;

- Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service and on excursions.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist Educators to position themselves effectively for supervising the children's play making them aware of their line of sight.
- They will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by Educators. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- No staff member is to ever be left alone with a child to support child protection.

Being alert to the surrounding environment - a skill that involves regularly glancing and listening within the environment to see children's involvement and what is happening.

- Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is imminent or occurs. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.
- Provide close supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
- Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that supervision is relevant and effective.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Be aware of the importance of communicating with each other about their location within the environment.
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's Supervision Policy, procedures and practices.

10 Events & Parent Information Days

The Centre will conduct centre events and parent information days ONLY during the hours of opening of the Centre, being 6.30am to 6pm, Monday to Friday. (Not on public holidays).

11 Centre Cleanliness, Waste Management and Maintenance

Centre will be kept clean by all staff and after hours -external professional cleaners and gardeners. The centre has a designated WH & S officer who maintains a schedule of required maintenance which is routinely undertaken by handymen, builders and other tradesmen as required.

As the Centre educates children on environmental issues, it is a core objective to recycle our waste as best as possible.

12 Management

Director

Classification

To be responsible for the daily management of all aspects of the Centre in accordance with service policy.

To supplement the staff team by providing direct care to groups of children as required.

Duties may include but not be limited to:

- To ensure the day-to-day operations of the centre are monitored and maintained and that regular reports are provided to the Board.
- To operate the Centre within agreed policies that ensures compliance to all relevant laws and regulations.
- To support staff to provide a quality program which identifies the needs and interests of the children in care.
- Manages and supports staff to ensure the implementation of inclusion support agreements and Quality Assurance Systems.
- To supplement the staff team by providing direct care to children on a relief basis.
- To ensure Health & Safety requirements are observed.
- To coordinate staff recruitment, management and placement.
- To support the staff team and maintain staff morale through effective leadership.
- To manage staff development effectively.
- To manage student placements in accordance with centre policy.
- To oversee the financial operations of the centre and report to the School Board on the current financial status of the service.
- To promote the centre in a positive manner to parents and ensure processes to support parent/staff interactions are in place.
- To establish and maintain contacts with the wider community, childcare industry and Government bodies.

Assisting Director

Classification

To be responsible to the Director of the Centre for the daily running of the Centre in accordance with the Centre policy.

Must hold a minimum Diploma in Children's Services. Senior first aid certificate, Working with Children Clearance-Ochre Card NT and Fire Awareness Training.

Duties may include but not be limited to:

Operating the Centre

a) To ensure the day-to-day operations of the centre are monitored and maintained and regular reports are provided to the School board

- Follows organisational reporting procedures.
- Uses and maintains equipment appropriately.
- Monitors needs and uses of equipment.
- Deals with enquiries in a positive manner.
- Communicates appropriately when dealing with enquiries.
- Processes and provides relevant information systems.
- Manages inclusion support agreements and Quality Assurance Systems.

- Maintains the centre's information systems.
- Ensures statutory and organisational requirements are met.

b) To operate the Centre within agreed policies and procedures that ensures compliance to all relevant laws and regulations.

- Ensure statutory requirements are met.
- Follow the Centre policies and procedures.
- Manage and implement required organisational changes.
- Participates in all forms of policy development.
- Meets duty of care requirements and ensures children's safety.
- Maintains rights and interests of children and staff.
- Reviews and evaluates centre effectiveness

Caring for Children

a) To support staff in providing a quality program that identifies the needs and interests of children in care.

- Advocates for the rights and needs of the child.
- Supports the development of children.
- Promotes strategies to respond to language and literacy developmental needs
- Manages complex behavioural situations.
- Co-ordinates the implementation of programmes.
- Evaluates programmes.
- Designs and guides others in the use of observation processes.
- Acts as a resource to staff.
- Communicate with family members about their child
- Facilitates the inclusions of children with additional needs

b) Supplement staff team by providing direct care to a group of children.

- Provides for each child's physical care.
- Plans care routines.
- Supports the emotional needs of children.
- Fosters children's self help skills.
- Fosters social, emotional, cognitive and physical development of all children.
- Fosters children's aesthetic, creative and language development
- Promotes ethical understanding of children
- Communicates and interacts positively with children
- Guides children's behaviour
- Establishes plans for developing responsible behaviour
- Implements and promotes inclusive policies and practices
- Plans for inclusion of children with additional needs
- Facilitates children's communication skills
- Organises stimulating and positive experiences for children
- Observes children and contributes to program planning
- Enhances children's play and leisure
- Uses observations and records
- Designs appropriate programmes
- Assesses the progress of each child
- Develops programs for children with additional needs
- Observes children and interprets observations

- Ensures Health and Safety requirements are met.
- Follows Occupational Health and Safety requirements
- Implements and monitors OH&S policies and procedures
- Assists with the OH&S management system within the College.
- Responds appropriately to illness, accidents and emergencies
- Guides the establishment and maintenance of a safe environment.

Staffing

- a) Ensures appropriate human resources are in place
- b) Supports the staff team and maintains staff morale through effective leadership
- c) Effectively manages staff development
- d) Manages student placements
- e) Ensures appropriate rostering of staff is maintained

Public Relations

- a) To promote the service in a positive manner
 - Promotes the centre positively to parents
 - Communicates appropriately with parents
 - Role models effective oral and written communication
- b) Ensures processes for parent/staff interactions are established and maintained care.
 - Communicates effectively with parents and staff
 - Role models effective communication for staff
 - Works in partnership with families to care for their child
 - Plans child-care provisions with families
 - Responds to problems and complaints about the centre
 - Supports parents in their parenting role through relationship building and information provision
- c) To establish and maintain contacts with the wider community, childcare industry and Government bodies.
 - Communicates appropriately and positively with parents and visitors to the centre
 - Maintains and participates in effective networks
 - Promotes the organisation through promotional strategies
 - Promotes and represents the service and responds to negative publicity or perceptions

Qualified Early Childhood Educator

Responsible to the Director and Assistant Director

Must hold a Diploma in Children's Services or be willing to commit to a Staff Development Plan.

Should have a senior first aid certificate and undergo a Police check as well as Fire Awareness Training.

Duties may include but not be limited to:

- Works as a team member with Centre staff, to provide a safe and stimulating environment that meets the social, cultural, educational and physical needs of the children.
- Takes account of the needs and backgrounds of parents and encourages their participation.
- Generally assists the Assistant Director in their role, and functioning of the Centre.

Key Areas

Responsible for ensuring the environment in which children learn and play is clean, hygienic and safe

- Work collaboratively with the Assistant Director and other staff to develop and implement quality programs for children based on their needs and interests

- Ensures all interactions with children reflect the philosophy and policies of the centre and the principles of the Quality Insurance and Accreditation Scheme (NCAC).
- Displays sensitivity to and respects the diversity of social and cultural backgrounds of the children in care and ensures these children are welcomed into the centre.
- Works as an effective team member.
- Guides and supports unqualified staff to develop their skills and knowledge
- Liaises and interacts with parents in a friendly non-judgmental way
- Maintains a professional approach to work, which reflects the centre's philosophy, policies and procedures and ensures confidentiality in all aspects of Centre operations.
- Checks the environment against safety and cleaning checklists.
- Fills out accident and incident reports.
- Assists in emergency procedures.
- Performs cleaning duties when needed.
- Sets up and packs away the indoor and outdoor environments for the children.
- Provides age and stage appropriate experiences.
- Helps children with their toileting needs.
- Carries out other care routines for children including; serving children appropriate meals and drinks, catering for children's sleeping needs.
- Shows awareness of children's health and wellbeing whilst in care.
- Supervises and interacts with children appropriately.
- Interacts with parents (clients) in a positive manner, whilst delivering the appropriate information on their child's day.
- Works within a team environment to ensure the productivity and standard of the program is maintained at a high level.
- Takes responsibility as the OH&S representative to reports all OH&S issues and take precautions to ensure the health and Safety of individuals is maintained at all times – following the SAFE steps. (Refer to policy 5.7 Occupational Health and Safety)
- Provides appropriate first aid
- Carries out detailed observations of children and prepares learning stories which link planning with children's needs and interests
- Completes hazard awareness forms when arriving and departing from the Centre
- Refer to Staff Duties/Roles and Responsibilities found in the Appendix

Assistant/Casual Early Childhood Educator

A childcare educator must be over the age of eighteen years, and have experience and/or passion for working with children. They need to show an interest in developing knowledge of the child services profession through professional development and through their working environment. They must be willing to obtain a senior first aid certificate and undergo fire awareness training as well as a Police Check.

Duties may include but not be limited to:

- Checks the environment against safety and cleaning checklists.
- Fills out accident and incident reports.
- Assists in emergency procedures.
- Performs cleaning duties when needed.
- Sets up and packs away the indoor and outdoor environments for the children.
- Provides age and stage appropriate experiences.
- Helps children with their toileting needs.

- Carries out other care routines for children including; serving children appropriate meals and drinks, catering for children's sleeping needs.
- Shows awareness of children's health and wellbeing whilst in care.
- Supervises and interacts with children appropriately.
- Interacts with the parents (clients) in a positive manner, whilst delivering appropriate information on their child's day.
- Works within a team environment to ensure the productivity and standard of the program is maintained at a high level.
- Reports all OH&S issues to the OH&S representative and takes precautions to ensure the health and Safety of all individuals is maintained at all times.
- Provides appropriate first aid (Only if a current first aid certificate is held).
- Participates in completing child observations and learning stories.
- Completes child checklists and charts as required.
- Completes Hazard identification checklists as required on arrival and departure from the Centre.
- Contributes to activities and planning for children.
- Refer to Staff Duties/Roles and Responsibilities in the Appendix for more details.

Kitchen Chef

Responsible to the Director, Assistant Director and Team Leaders

Aim:

Plan and implement a pleasant mealtime for children and staff.

Duties may include but not be limited to:

- Maintenance of the kitchen facilities in a safe, hygienic and clean manner. The environment must be sustained to meet current Nutrition and Food Preparation Policies, and current environmental health standards.
- Preparation of a menu in consultation with parents, staff and the school body in accordance with the Nutrition and Food Preparation Policy, Quality Assurance guidelines and current environmental health standards.
- Provide a varied menu and ensure it is displayed for families.
- Maintain up to date information on dietary requirements and allergies of individuals.
- Prepare a weekly/fortnightly shopping list in consultation with School management.
- Participate in regular food preparation, handling and nutrition training.
- Maintain a high level of personal hygiene at all times.
- Provide regular opportunities for children to be involved in planning, preparing and serving meals.
- Maintain all Nutrition records and respond to all Weekly Nutrition forms.

Family Orientation Policy and Procedure

Aim :

To ensure that each family has their access needs met and a basic knowledge of what our Service offers. Each family will be encouraged to exchange information regarding their child's needs to assist with the process of settling in. The quality of care for children, good relationships among staff, the confidence of parents and the reputation of the Service all depend on the professional running of the Service. This policy aims to provide clear guidelines to parents and Staff on the procedures necessary for this to occur.

Guidelines:

1. Parents/Guardians make contact with the School front office for initial enquiries. They will make a time to meet with the Principal/Director who will discuss with the parents/guardians what their current needs are. Where possible the Director will endeavour to meet these needs, while ensuring the priority of access guidelines and correct ratios are maintained. The Director will also discuss the Centre's philosophy in relation to the needs of the parent/carer and child.
2. After meeting with the Principal/Director, parents/guardians will be referred to the Assistant Director.
3. Parents/guardians interested in the Centre will be offered a tour by the Assistant Director. This tour outlines the overall program, the key policies and procedures and where to find all of these. The facilities and additional services will also be shown and explained through the induction process. Questions will also be encouraged.
4. Once care arrangements have been formalised with the Assistant Director, the parents/guardians will be asked to complete an enrolment form containing information regarding their child's health, development, custody arrangements and emergency contacts. They will need to name all persons who may deliver or collect the child from the Centre. These persons must be over 16 years of age. It is the parents/guardians responsibility to ensure the nominated people are responsible and available when required.
5. The details required on the enrolment form are needed by our staff to enable them to take the best possible care of the child. It is also a Licensing requirement. All information is strictly confidential. If any of the details on the enrolment form change, parents are asked to advise a Team Leader or Assistant Director immediately.
6. Any additional needs or support to help the settling process for families can be sourced through the Assistant Director. We can provide bicultural, inclusion and developmental support plans and resources from external agencies. We can also provide translators and interpretation from a range of different backgrounds.
7. At the time of enrolment parents will be asked to pay two weeks fees in advance (as a bond), fully disclose any medical or health concerns relating to their child and agree to lodge an application with the Family Assistance Office for Child Care Benefit within 28 days of their child starting care (See the section on Child Care Benefit requirements for further information).
8. Once a starting date has been arranged, up to three settling visits can be provided to assist the child in the settling process. A settle visit is the child and a parent/guardian spending time within the Centre, interacting with staff, the environment and other children for a period of time (negotiable depending on individual needs). The Person who brings the child for these visits will be responsible for the child during this time.

Enrolments

It is a requirement that an enrolment application is completed. These forms are available at the Centre Office. The Assistant Director MUST be notified in writing if changes occur to the details on these forms.

As per the Care and Protection of Children (Children's Services) Regulations 2009, the enrolment record will record the following information for each child:

- a) the name, date of birth and address of each child
- b) the name, address and telephone number of each parent with whom the child resides;
- c) the name, address and telephone number of any other parent of the child;
- d) details of any court orders provided to the service relating to the powers, duties, responsibilities or authorities of any person in relation to the child;
- e) the primary language used in the child's home;
- f) the name, address and telephone number of a person who must be notified of an accident, injury or trauma involving the child or if it becomes apparent that the child is ill;
- g) details of each person who has authority to:
 - (A) authorise the taking of the child outside the premises or
 - (B) consent to medical treatment of the child or
 - (C) request or permit the administration of medication to the child or
 - (D) collect the child from the service
- h) details of any special medical need, allergy or condition of the child
- i) an authorisation, signed by a responsible person for the child for a staff member to seek medical treatment for the child if necessary from a medical practitioner, hospital or ambulance service
- j) the name, address and telephone number of the child's medical practitioner or medical service;
- k) any special needs or allergies of the child
- l) other medical conditions relevant to the care of the child including whether the child has been diagnosed, by a medical practitioner as at risk of asthma or anaphylaxis;
- m) any medical management plan or emergency procedure to be followed for a special need, allergy or medical condition
- n) details of any dietary restrictions of the child;
- o) if the parent has a child health record for the child – whether the licence holder or a staff member of the service has seen the record.

Delivery / Collection of Children Policy

Attendance Records

Parents/carers are asked to sign their children in/out on the sheet provided at the reception desk. The signing in and out sheets are structured as shown in the Appendix.

Accurate attendance records are kept and checked each day for the following reasons:

- Condition of license
- Record of attendance in emergency evacuation

The parent/guardian must sign the sheet and the time recorded when the child arrives and leaves the Centre. All sheets are located at the entry point of the Centre.

If a child does not attend for any reason the service will enter the type of absence on the attendance record or allowable absence record. The parent must verify the absence by initialing the attendance record and providing the necessary documentation at a later date.

Parents who do not complete the attendance records will not be eligible to claim the Child Care Benefit and full fees will be payable.

Authorisation for Collecting Children

Parents/carers must give written permission if another person other than the parents is to collect their child. This person must be over 16. Identification must be provided if s/he is not known to the COL Staff.

If the Centre has not been notified and someone other than the custodial parent arrives to collect the child the Director or Senior Staff Member will contact the custodial parent to obtain his/her authorisation.