Proposed Childcare Centre

10 Fleming ST, Nulkaba

Operational Plan of Management for Childcare Centre at Nulkaba
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 minimise any adverse effects upon neighbours. It is required by and reflects the intention of the requirements of Council’s conditions of development consent for the centre.

Capacity of Centre

The Centre's capacity is for a total of 99 Children as follows:

- 24-0 - 2 Years of age; 25- Children 2-3 Years of age; 50- 3-5 Years of age Children

This capacity is based upon the allowed number pursuant to the Childcare Regulations.

Hours of Operation

The Centre opens daily Monday to Friday from 6.30 am to 6.30pm, fifty-two (52) Weeks a year.

The Centre closes for Public Holidays.

Staffing

The Centre will be operated by a minimum of eleven 20 staff (including the primary contact staff and a Nominated Supervisor) at any one time.

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 3-6 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.

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.

Parents/Children Arrival and Departure

In the morning, parents usually arrive between the hours of 6.30am-10:00am. Similarly for pick-up, the parents will start arriving from 3.00pm and stagger until 6.30pm.
6.30am: Centre opens

6.30am- 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 year’s room
A time for babies to participate in a variety of free play learning experiences.

9.00am: Nappy Change Time

9am - 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 upstairs 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 - 11am: Nappy Change Time

11am: 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
Held inside the 0-1’s room. 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 Afternoon 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.

4:30pm 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
Our Daily Routine
In the 2-3 Years Room

6.30am: Centre opens

7am- 8.00am: Breakfast & Family Grouping in the Caterpillar Room
A quiet, settling time for children of mixed ages.

8.00am: 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.'

8.00am - 9.00am: Free play in the Active Indoor/Outdoor Area
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).

9am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities
Held in the Outdoor play area. A time for hand washing, fruit and a healthy snack; and, for children 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 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 approx.: 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
1:30pm - 2pm: 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
Our Daily Routine

In the 0 -2 Years Room

In this room we follow individual routines based on family input.

This routine is extremely flexible to allow for this.

6.30am: Centre opens

7am - 8.00am: Breakfast & Family Grouping in the 2-3 years Room
A quiet, settling time for children of mixed ages.

8.00am: Transition to the indoor/Outdoor Active Play Area
A time for children to tidy the Caterpillar room then transition to the Indoor/outdoor Active play area. This involves children having to follow teacher instruction. Transition strategies include music and movement, e.g. our ‘Lining up Song.’

8.00am -9.00am: Free play in the Indoor/Outdoor Active Play Area
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).

9am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities
Held in the Outdoor play area. A time for hand washing, fruit and a healthy snack; and, for children 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 Indoor/Outdoor Active 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 approx.: 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.

11:30-12:00: 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- 2pm: 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 Indoor/Outdoor Play Area for Free Play and Family Grouping

A time for children to transition to the indoor/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.

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
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 30 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 signposted spaces.

3. Vehicles must enter and exit the site car parking area 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.
4 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 recognise the importance of ensuring all Educators and Carers are properly trained.

In-house training will include familiarisation 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 advised 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.
5 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 centres monthly Newsletter as well as displayed in the front foyer of the centres for families to be updated and advised of changes that have been made.

Policy and Procedure Review Policy

NQS

<table>
<thead>
<tr>
<th>QA4</th>
<th>4.2</th>
<th>Educators, co-ordinators and educators are respectful and ethical.</th>
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<tbody>
<tr>
<td></td>
<td>4.2.1</td>
<td>Professional standards guide practice, interactions and relationships.</td>
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<tr>
<td></td>
<td>4.2.2</td>
<td>Educators and coordinators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</td>
</tr>
<tr>
<td></td>
<td>4.2.2</td>
<td>Educators, co-ordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve.</td>
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<tr>
<td></td>
<td>4.2.3</td>
<td>Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.</td>
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<tr>
<td>QA7</td>
<td>7.2.3</td>
<td>An effective self-assessment and quality improvement process is in place.</td>
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<tr>
<td></td>
<td>7.3.2</td>
<td>Administrative systems are established and maintained to ensure the effective operation of the service.</td>
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<td></td>
<td>7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
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National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>31</th>
<th>Condition on service approval – quality improvement plan</th>
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<td></td>
<td>55-56</td>
<td>Quality improvement plans</td>
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<td></td>
<td>168</td>
<td>Education and care service must have policies and procedures</td>
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<td></td>
<td>170</td>
<td>Policies and procedures to be followed</td>
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<td></td>
<td>171</td>
<td>Policies and procedures to be kept available</td>
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<tr>
<td></td>
<td>172</td>
<td>Notification of change to policies or procedures affecting ability of family to utilise service.</td>
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</tbody>
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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.
Who is affected by this Policy?

- Children
- Families
- Educators/Staff
- Management

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
- In 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
Sources

- Consultation with Management, Educators Staff and Families.
- The Early Learning Framework for Australia (2009), Belonging, Being and Becoming. Canberra: Author
- Education and Care Services, National Law and National Regulations
- Guide to National Quality Standard
6 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.

Collection and Delivery of Children Policy

NQS

<table>
<thead>
<tr>
<th>QA2</th>
<th>2.3.2</th>
<th>Every reasonable precaution is taken to protect children from harm and any hazards likely to cause injury.</th>
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<tbody>
<tr>
<td></td>
<td>2.3.4</td>
<td>Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>84</th>
<th>Awareness of child protection law.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>99</td>
<td>Children leaving the education and care service premises.</td>
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<tr>
<td></td>
<td>158</td>
<td>Children's attendance record to be kept by approved provider.</td>
</tr>
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Aim

The aim of this policy is to ensure that delivery and collection procedures are consistent with the safety of children. It is also paramount that children are delivered to and collected from the centre by an authorised person.

Quality childcare must provide a safe and secure environment for children. The happiness of children in care is also dependent on the feelings of parents, who are more likely to feel comfortable in leaving their child or children in a setting where their security is assured.

Who is affected by this Policy?

- Children
- Families
- Educators/Staff

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 you 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 bought 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

Sources

• Education and Care Services National Regulations 2011
• Family Assistance Office- conditions of Child care benefits
• National Quality Standard
• Work Health and Safety Act 2011
• Work Health and Safety Regulation 2011
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 two groups of 12 children.

Mornings: 8:00 - 9:00 (First group of 12 children)
Mornings: 9:00 - 10:00 (Second group of 12 children)
Afternoons: 2:00 - 3:00 (First group of 12 children)
Afternoons: 3:00 - 4:00 (Second group of 12 children)

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

Outdoor Play Schedule (2-5yrs age group)

The outdoor play schedule is set out below for 75 children of age group 2 to 5. 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.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Monitoring Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 Years</td>
<td>1 Staff: 4 Children</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>1 Staff: 5 Children from January 2016</td>
</tr>
<tr>
<td>3-6 Years</td>
<td>1 Staff: 10 Children</td>
</tr>
</tbody>
</table>
Supervision Policy

NQS

<table>
<thead>
<tr>
<th>QA2</th>
<th>2.3.2</th>
<th>Every reasonable precaution is taken to protect children from harm and any hazards likely to cause injury.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1.1</td>
<td>Educator-to-child ratios and qualification requirements are maintained at all times.</td>
</tr>
<tr>
<td></td>
<td>5.2.3</td>
<td>The dignity and rights of every child are maintained at all times.</td>
</tr>
</tbody>
</table>

National Regulations

| Regs | 168 | Policies and procedures are required in relation to health and safety. |

Aim

The centre has a duty of care to provide all persons with a safe and healthy environment.

Who is affected by this Policy?

- Children
- Families
- Educators/Staff
- Management

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, behaviours 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.

**Risk management strategies**
• Please refer to the service’s Occupational Health and Safety Policy.

**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 of 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.

**Transporting children**
• Please refer to the service's Occupational Health and Safety 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?

Excursions
- Refer to the centre's Excursion/Incursion policy.

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.

Services can identify high risk experiences and develop strategies, depending on the age and development of children, where the constant supervision of children is required or where children may only require supervision from a distance. They will do this by:

- Displaying awareness - a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children's positive behaviour.
- Intentional positioning - a skill that requires being able to see all of the children. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
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.

**Review**

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

- Management
- Employees
- Families
- Interested Parties

**Source**

- *Education and Care Services National Regulations 2011*

- *ECA Code of ethics*

- *National Quality Standard*

- *Work Health and Safety Act 2011*

- *Work Health and Safety Regulation 2011*
8 Parent/Guardian and Family Involvement Policy

NQS

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.2</th>
<th>Families have opportunities to be involved in the service and contribute to service decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1.3</td>
<td>Current information about the service is available to families</td>
</tr>
<tr>
<td></td>
<td>6.2.1</td>
<td>The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.2.2</td>
<td>Current information is available to families about community services and resources to support parenting and family wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.3.4</td>
<td>The services builds relationships and engages with their local community</td>
</tr>
</tbody>
</table>

| QA7  | 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. |

National Regulations

| Regs | 157 | Access For Parents |

Aim

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

We operate an Open Door Policy, where parents and families are welcomed into the Centre at any time. Parent participation sends strong and positive messages to your child that you support them and are part of the child care environment. There are many levels of parent participation. We appreciate that time is valuable for all parents, but we will be willing to accommodate any form of involvement that you may wish to participate in.

The educators/staff sincerely wish that you and your child be happy and feel welcomed at our Centre. Be aware that a three way relationship between parents, educators/staff and the child exists in this setting. Communication is a vital ingredient to the success of this partnership.

In conjunction with our Centre Philosophy the centre strives to build strong partnerships with all our families. It is our aim to ensure that communication lines are always open for parents to feel comfortable thereby encouraging them to become a part of the centre and to participate within the centre in any way they can manage.

- The purpose of the Policy is to: ensure that family members are welcomed
- The service's environment treats and respects people equally regardless of: gender, age, socio-economic status, race, language, beliefs, additional needs and family structure or lifestyle.
- The service recognises and values the differences and similarities that exist in children, families, educators/staff, management/coordination unit staff, students, volunteers and the wider community.

Who is affected by this Policy?
- Children
- Families
- Educators/staff
Implementation

Children and families

- Our centre is open at all times for parents and we encourage you to come and see the centre in operation. The stronger the relationship between the service and families; the better the outcomes for the children.

- Our educators will ensure families are informed of their child’s daily activities and any concerns which may have arisen during the day. We will also ensure that the lines of communication are always open by being open, honest and approachable. Other forms of communication will include regular newsletters, emails and displays/information on noticeboards throughout the centre or on our blogs.

- Parents are encouraged and welcomed to provide comments, suggestions, ideas and input to help

- Enhance the program. This will enable us to provide optimum quality programs for all children. This information provided to the centre Nominated Supervisor/Certified Supervisor or staff involved in the care of the children can remain confidential if requested.

- We provide an interest-based program for the children, allowing for families to provide input (and benefits from high levels of input from parents). Parents will be encouraged to be involved in many aspects of the centre’s day to day operations and to share any interests with the children at any time.

- Our parents are welcome visitors at all times and are encouraged to share any aspect of their home/family life with the children at the centre. Family participation brings a rich diversity of activities to the children's day and enables them to feel connected with the centre.

- All information provided by families is held in the strictest confidence.

- Parents are encouraged to visit the centre at any time whilst their child is in care. The only restriction the centre places on these visits is that visits are not done during rest periods.

- Parents may bring other family members to visit children in care at the centre as long as these visits are in line with the centre policy.

- The centre hosts a mix of formal and informal events during the year and all family and family members will be invited and encouraged to attend. At times family members may be invited in to share an aspect of their home life or a particular skill.

- Parents are encouraged to participate in centre excursions and incursions.

- Parents are encouraged to spend time with their child at the beginning of the day and at the end of day, if time permits. This allows opportunities for parents to interact with their child while they are engaged in centre activities, providing children with the concept that Child Care is a meaningful place.

- We encourage parents to spend time joining in with the daily routine or program.

- The services educators/staff seek families view on ways to encourage family participation and involvement through the enrolment form, parent surveys and daily communication with families.

- The services educators/staff support family members’ contributions to the program, by planning follow up experiences for the children.

- Parents/guardians are encouraged to attend 6 monthly meetings where their child's/children's progress can be evaluated.

- The service acknowledges that many families, grandparents and extended family members play a vital role in children's development and socialisation and staff.

- Parents are encouraged to become creative and suggest ways participating within the programs of each room or the centre in general. Parents need to communicate their ideas for participation with the staff from each room or the centre Nominated Supervisor/Certified Supervisor to ensure the ideas are within the guidelines of centre policies.

- Parents are encouraged to give feedback on the service policies and procedures.
Parent Communication

Our Service aims to provide as many outlets as possible for family/service communication. These include:

- Face to face.
- A monthly newsletter which will be put in the children’s cubbies to be taken home.
- A notice board displaying upcoming events and notices.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- A Suggestions Box in the foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.
- Short surveys regarding the service's philosophy and how you feel your child/ren feel about the service.
- Each family will be allocated a 'pocket' where private correspondence between educators/staff, the nominated supervisor or approved provider and the family can take place.

If necessary, educators/staff have support and access to translation services to provide this information for non-English speaking families.

Parent Grievances

Any parent/caregiver with a concern or complaint in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, educators and staff do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and staff will be informed of the contents of your complaint but not your name.
- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

Parent Support

- For those families undergoing difficult situations and who seek assistance from service, the service will offer support as appropriate. Our service offers a parent library which provides resources and contact numbers for various support groups within the local community such as a baby nurse, playgroup and speech therapist.
- For families who use English as a second language, translated documents can be provided.

Parental and Family Involvement

- Families are welcome to visit at any time of the day. (The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.)
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- A family/staff committee will be established to set goals for the service, help write and implement policies and help to meet aims of the NQF Assessment process.
- Minutes of regular staff/parents meetings will be kept aside for either side to make suggestions.
Guidelines for Educators/Staff to Consider

- Begin with an attitude of respect for parents.
- Ask parents questions about how they care for their child, what he/she is like at home, what they love about their child, what help do they need as parents?
- Involve parents whenever possible in making decisions about the child's experiences.
- Talk with parents. Establish a pattern of conversation and exchange of information at arrival and departure. Tell parents what you like about their child, what their child is doing well at, and that you appreciate their parenting.
- Accept individual differences in parents and in their relationships with their children.
- Know the limits of your own competence. Be ready to refer parents with problems to someone with more knowledge.

Some guidelines for parents to consider are:

- Begin with an attitude of respect for staff.
- Ask staff questions such as what do they like/enjoy about childcare as work, what do they like about child/other children, what help do they need?
- Talk with staff. Establish a pattern of conversation and exchange of information at arrival and departure. Tell staff what you appreciate about them; acknowledge the work that they do.
- Keep in mind that staff are not just workers, they may be parents, have other relationships, hobbies and goals. Find out about their lives!
- Accept that staff work hard and may not always have the time to spend assisting you, as you may want.

Review

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

- Management
- Employees
- Families
- Interested Parties

Sources and Further Reading

- Consultation with Management, Educators Staff and Families
- National Quality Standard
- Education and Care Services, National Law and National Regulations
9 Comprehensive Complaints Handling Procedure

NQS

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.2</th>
<th>Families have opportunities to be involved in the service and contribute to service decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1.3</td>
<td>Current information about the service is available to families.</td>
</tr>
<tr>
<td></td>
<td>6.2.1</td>
<td>The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.2.2</td>
<td>Current information is available to families about community services and resources to support parenting and family wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.3.4</td>
<td>The services builds relationships and engages with their local community.</td>
</tr>
<tr>
<td>QA7</td>
<td>7.3.4</td>
<td>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</td>
</tr>
</tbody>
</table>

National Regulations

| Regs | 157 | Access For Parents |

Aim
To ensure that all grievances (complaints) are investigated in a timely, transparent, thorough and impartial manner, and that affected parties are advised of the outcome and their rights of appeal.

Who is affected by this Policy?

- Children
- Families
- Educators/staff
- Management

Implementation

It is vitally important that all educators/staff are aware of and adhere to the following procedure while addressing a parental grievance:

- The educators/staff are to ensure that a parent is referred to the following procedure should they have a grievance:
- The parent is to first communicate their concern to their child's Group Leader.
- If the grievance is not resolved to the parent’s satisfaction, he or she can be referred to the Nominated Supervisor to contact the parent or guardian.
- If the issue is still unresolved, the parent will be referred directly to the Area Manager.
- If the parent is still unhappy after speaking with the Area Manager, they can contact the ACECQA on 1300 136 554 or their relevant state department.

This Parent Grievances procedure must be communicated to the parents at the time when they are enrolling their child into the centre and is also noted in the parent handbook.
All grievances are to be addressed seriously and educators/staff must make their best attempts to resolve the issue to the best of their abilities.

All outcomes are to be discussed with the parent/s concerned and recorded on the parent grievance record and placed in the parent communication folder and/or review and revise folder.

Should the grievance be lodged against another person(s), these person(s) should be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as an observer, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- Both parties should be told of the decision and the reason for it.
- Immediate and appropriate steps should be taken to prevent the grievance from recurring
- If after investigation, it is concluded that the grievance is not substantiated both parties should be told of the decision and the reason for it
- The grievant should be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Department of Education and Communities.

The procedure should be held in a timely manner and all parties should be kept informed of progression and any outcomes as they occur.

The Nominated Supervisor will establish unbiased centre policies to reduce any potential power inequities between families and the service. Families will be guaranteed that they will not be treated unfairly nor that care will be withheld if they raise a concern, grievance or complaint.

In the event of a serious complaint being made, the Service supervisor/2ic must complete the Notification of complaints form on the ACECQA Portal; it is required to be sent through to the Department of Education and Communities within 24 hours.

**Review**

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

- Management
- Employees
- Families • Interested Parties

**Sources**

- *National Quality Standard*
- *Education and Care Services National Regulations 2011*
- *Code of Ethics Austral*
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 Insurances

In order to be licensed the operator will take out the following insurances: Childcare Insurance which covers all aspects of a childcare centre and includes Public Liability Insurance of $20 Million Workers Compensation Insurance.

12 Centre Cleanliness, Waste Management and Maintenance

Centres are kept clean by both 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.

13 Fire Safety, Flood and Emergency

(Refer to Fire, Flood and Evacuation Plan)

14 Administration

In addition to the onsite staff, the centre has access to a central head office which provides administration, technical, accounting, human resource and general management resources to the Centre as required.

This ensures that centres can operate with less onsite staff, in addition to the centres having access to highly skilled specialists to ensure that the centre operates at maximum professionalism and efficiency.

15 Sales and Marketing

The Centre's sales and marketing plan may include the following avenues for publicising the centre:

- Branding
- Site advertising
- Bulk advertising - e.g. flyers
- Internet/web page
- Centre opening
- Newsletter