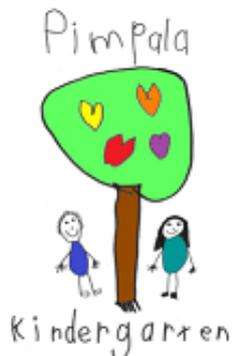


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Home



Our strong, diverse community includes single-parent families, families on lower incomes, families with both parents working, and families with members who don't speak English at home.

You can find out more about our goals and our focus in our philosophy statement (PDF 36KB) (https://www.preschools.sa.gov.au/sites/default/files/pimpala_philosophy_statement.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. Check out volunteering in schools, preschools and children's centres (<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved. You might be able to help out with excursions, reading stories, working bees or contributing skills, insights and interests to the program.

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. Read through what a governing council does (<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

We acknowledge that the land Pimpala Kindergarten is built upon is the traditional ancestral land of the Kurna People. We acknowledge the deep feelings of attachment and relationship of the Kurna people to this land and their ongoing custodianship. We also pay respects to the cultural authority of Aboriginal people visiting from other areas of South Australia or Australia present here.

Contact us

Preschool director: Mrs Vivienne Hills

Phone: (08) 8382 1597

Fax: (08) 8326 8273

Email: dl.3657.leaders@schools.sa.edu.au

Street address: 24 Vanstone Avenue Morphett Vale SA 5162

Postal address: 24 Vanstone Avenue Morphett Vale SA 5162

What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool program

Times

Your child can attend preschool for up to 15 hours per week.

We offer preschool sessions Monday to Thursday.

Group A

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	9.00am to 3.00pm	9:00am to 12 noon	–	–

Group B

Monday	Tuesday	Wednesday	Thursday	Friday
–	9:00am - 12 noon	9:00am to 3:00pm	9:00am to 3:00pm	-

Fees

The parent contribution is \$435 per annum. See our enrolment and fees (<https://www.preschools.sa.gov.au/node/971>) page for more information.

Fees cover the running costs of the kindergarten including cleaning, gardening, maintenance and telephone. They also cover consumables, educational resources and books.

What to bring every day

Children need to bring these items each day:

- a bag
- change of clothes
- piece of fruit or vegetable for snack time
- healthy lunch that can be kept cool with an ice brick in an insulated container
- a drink bottle containing water only
- a sun-safe hat (broad brimmed or legionnaire style).

Please write your child's name on everything they bring.

Please apply sunscreen to your child before they arrive during warmer months.

What to leave at home

Children should not bring these items:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, drinks other than water, muesli bars)
- toys and special belongings from home.

Additional information

Please dress your child in practical, comfortable clothes to allow them to manage independently and move freely. Avoid braces, belts and button up overalls. Thongs, plastic boots, slippers and ugg boots cannot grip well so children will be asked not to climb while wearing them. Baseball style caps, singlet tops and strappy dresses do not comply with our Sunsmart and UV policy (https://www.preschools.sa.gov.au/sites/default/files/pimpala_sunsmart_policy.pdf). Kindy t-shirts are available for purchase.

We celebrate children's birthdays by singing 'Happy Birthday' and blowing out candles on a pretend cake. If such celebrations conflict with family beliefs or culture, this will be respected.

Please read our drop-off and pick-up procedure (PDF 236KB) (https://www.preschools.sa.gov.au/sites/default/files/pimpala_drop-off-and-pick-up.pdf).

Pre-entry

Pre-entry is offered in term 4 each year if time and space is available within our curriculum.

Times

Please contact us for more details.

Cost

TBA

Playgroup

Our parent-led playgroup is run every week during term time. You and your child can meet other families and spend time learning together. Children will have the opportunity to familiarise themselves with the site, staff and routines in preparation for preschool.

Times

2021 times TBC.

Please note that Playgroup does not run in the last week of each term. Please refer to our Playgroup Facebook

(https://www.facebook.com/pimpalaplaygroup/?__tn__=%2Cd%2CP-R&eid=ARC60E8xP94IbB2-yX1vRImd9MPeJOCV96zh2zXaUD7cCVE-6D5JSThC8VP3799UzMsYU3gKsld6F3oo) for changes to times or cancellation of sessions.

Cost

This program costs \$3 per family. First visit is free.

What to bring

Families can bring lunch and enjoy a picnic on the grounds.

Disability support

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/pimpala-kindergarten#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

Priority will also be given:

- to children with an older sibling attending Pimpala Primary School
- to families who have had an older child attend this kindergarten in the past 5 years
- at the discretion of the director.

If we can give your child a place with us we'll send you an offer letter in term 3 (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

We hold a parent information session in week 9 of term 3 (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). This is a 1-hour session designed to familiarise you with the kindy, meet staff and have an opportunity to ask questions. At this session, you will nominate your pre-entry visit times and your preferred sessions for the following year.

Before your child starts preschool they can come to pre-entry visits (<https://www.preschools.sa.gov.au/node/981#pimpalaprograms>). These are in term 4 (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) and will be a chance for your child to meet the staff and other children and become familiar in the new setting.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$435 per annum. You can choose to pay the total amount at the beginning of the year, each term, each fortnight or weekly.

We offer other programs that may have an additional cost (<https://www.preschools.sa.gov.au/pimpala-kindergarten/getting-started/what-we-offer#pimpalaprograms>).

When to pay

Parents will receive an invoice of \$145 during the first week of terms 1, 2 & 3.

Payments are due by week 5.

Please speak with the director if you are having difficulty paying so that a payment plan can be negotiated.

How to pay

Cash

You can pay by cash at the kindy. If you are paying by cash please put the money along with a payment slip in a plastic bag located near the payment box under the pigeon holes. Label your payment with your child's name, the purpose of the payment and the amount. Place the plastic bag in the fee box. You will receive a receipt in your pigeon hole.

EFT information

We prefer payment by direct deposit.

BSB: 105136

Account number: 510108140

Please put the invoice number or your child's name in the notes as the reference.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status (<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Plans and reports

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Meeting NQS

Quality Area Ratings

- 1 Educational program and practice:** Meeting NQS
- 2 Children's health and safety:** Meeting NQS
- 3 Physical environment:** Exceeding NQS
- 4 Staffing arrangements:** Meeting NQS
- 5 Relationships with children:** Exceeding NQS
- 6 Partnerships with families and communities:** Meeting NQS
- 7 Leadership and service management:** Meeting NQS

Rating for: Pimpala Kindergarten

Rating issued: October 2018

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 264KB)

(https://www.preschools.sa.gov.au/sites/default/files/pimpala_qip.pdf)

Site context statement

A summary of our:

- general information
 - key policies
 - curriculum
 - staff
 - facilities
 - local community
-
- partnership arrangements with other groups.

Site context statement (PDF 74KB)

(https://www.preschools.sa.gov.au/sites/default/files/pimpala_site_context_statement.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/3657_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program (<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart) (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

Support Services procedures

As Early Childhood teachers we are trained to observe the development of individual children. At times we may notice areas of a child's development where extra assistance may be beneficial for them to reach their full potential. We will discuss your child's needs with you and get your signed permission to refer them to DECD Support Services.

We have access to a range of specialists through DECD who provide individual assessments, programs and reviews. These professionals include Speech Pathologists, Psychologist, Social Worker and Special Educators. These services are free of charge.

If you are concerned about any area of your child's development please have a chat to the staff. The earlier assistance is sought, the better outcomes for your child.

At times there could be other staff working in our centre.

Preschool Support

Staff are allocated to work with individual children as part of the centre program.

Bilingual Assistants

Bilingual assistants may be employed to assist children for whom English is their second language or children from non-English speaking backgrounds.

Relief Teacher

If a staff member is ill, attending meetings or training and development, a relief teacher will be engaged.

Other support

At various times we also have

- volunteers
- university students on teacher placements
- work Experience students.

These may be parents or members of the community.



SunSmart Policy

Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure during childhood and adolescence is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

Objectives

This SunSmart policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work towards a safe outdoor environment that provides shade for children and staff at appropriate times
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's SunSmart policy.

Legislation

This policy relates to the following National Law and Regulations:

- **Education and Care Services National Law Act 2010**
 - Section 167 – Protection from harm and hazards
- **Education and Care Services National Regulations 2011**
 - Regulation 100 – Risk assessment must be conducted before excursion
 - Regulation 113 – Outdoor space–natural environment
 - Regulation 114 – Outdoor space–shade
 - Regulation 168: Policies and procedures (2)(a)(ii)–sun protection.

National Quality Standards

All of the following SunSmart procedures link to:

- **Quality area 2: Children's health and safety.**

There are also links to:

- **Quality area 1: Educational program and practice**
- **Quality area 3: Physical environment**
- **Quality area 5: Relationships with children**
- **Quality area 6: Collaborative partnerships with families and communities**
- **Quality area 7: Governance and leadership.**

Procedures

Staff are encouraged to access the daily sun protection times on the SunSmart app, or at bom.gov.au/uv/index.shtml to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities during 1 August until 30 April and whenever UV radiation levels reach 3 and above at other times.

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

1. Clothing

Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with collars and elbow length sleeves, and knee length or longer style shorts and skirts are best. If a child is wearing a singlet top or dress they wear a t-shirt/shirt over the top before going outdoors.

2. Sunscreen

Quality area 2: Children's health and safety

SPF 30 or higher, broad spectrum, water resistant sunscreen is available for staff and children's use. Sunscreen is applied at least twenty minutes before going outdoors and reapplied every two hours if outdoors.

2. Sunscreen (cont.)

With parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

Children are encouraged to apply their own sunscreen under the supervision of staff.

3. Hats

Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

4. Shade

Quality area 2: Children's health and safety

Quality area 3: Physical environment

- Children are encouraged to use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.
- The availability of shade is considered when planning excursions and all other outdoor activities.

5. Enrolment and information for families

Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's SunSmart policy
- asked to provide a suitable hat for their child
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. covering the shoulders, chest, upper arms and legs)
- asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child (if sensitive to centre's brand)
- required to give permission for staff to apply sunscreen to their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

6. Staff WHS and role modelling

Quality area 5: Relationships with children

As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above, staff:

- wear sun protective hats, clothing and sunglasses (optional) when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

7. Education

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

- Sun protection is incorporated into the learning and development program.
- The SunSmart policy is reinforced through staff and children's activities and displays.
- Staff and families are provided with information on sun protection through family newsletters, noticeboards and the centre's website.

8. Policy review

Quality area 7: Governance and leadership

Management and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).

Endorsed by Governing Council: 3 July 2018

Next review: July 2021



BEHAVIOUR GUIDANCE CODE

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

Staff believe that:

- Children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have a right to be supported to develop positive behaviours which underpin the development of relationships with peers and adults.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- Children experience the same emotions as adults, but may need help to express their feelings appropriately.
- The considerations of children's individual needs are crucial to successful learning and the development of positive behaviours.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, learning and development.
- Family consultation is valued and their individual perspectives respected.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

Staff will promote positive behaviour and interactions by:

- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Ensuring that limits set are reasonable and understood by children and adults.
- Being empathetic and sensitive to each child; being mindful of the variety of factors that influence behaviour.
- Planning for and providing an environment that promotes a sense of belonging and provides opportunities for learning through play.
- Planning enabling opportunities for the development of skills including communication, resilience, agency, play skills, appropriate risk taking, conflict resolution, independence, leadership, fairness and respect.
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through play.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Explicitly teaching socially appropriate behaviours and play skills and promoting behavioural choices (*strong choices vs weak choices*).
- Maintaining appropriate professional boundaries in their interactions with children, as outlined in the 'Protective Practices' guidelines.
- Encouraging open two-way communication with families to ensure that each child's rights are met.

Staff will respond to challenging behaviours by:

- Reminding children of expectations and limits, and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage their emotions appropriately.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Using Restorative Justice Practices to support children to consider the perspectives of others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning.
- Planning, implementing, monitoring and reviewing individual behaviour support plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Using physical restraint/ restrictive practices as a last resort; only when all other non-physical interventions have been exhausted or there are serious concerns for the safety of the child or other persons.

Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings 2017 (2nd Edition, revised 2019)

<https://edi.sa.edu.au/supporting-children/child-protection/your-responsibilities/protective-practices-guidelines>

Endorsed by Governing Council: 21/05/19
Next Review Date: May 2022

Pimpala Kindergarten

Hot Weather Procedure



The following procedure is set out to ensure the health and safety of staff and children at our centre in extreme temperatures and extreme weather conditions.

Our centre is well air-conditioned and remains at a comfortable temperature on hot days. Once the outside temperature reaches 35°C the director will make the decision to keep children inside during opening hours and children will be offered an alternate Kindy program. This also applies during other extreme weather conditions ie hail, high winds, thunder and lightning etc.

In extenuating circumstances when the temperature inside becomes uncomfortable (ie due to an air conditioner malfunction or extended power outages) parents will be called to collect their child/ren. Should a parent/or nominee be unable to collect a child, staff will try to make every endeavour to kept the child as cool as possible within the centre until they are collected.

Where deemed appropriate (determined by a risk assessment), excursions or outings will be cancelled when the forecast is over 30 and if possible rescheduled to a cooler day.

On warm days children are encouraged to drink more frequently and cooled water will be provided in the event that the tap water is warm. On warmer days we encourage children to play in the shade and all planned physical activity is done in the morning.

For accurate record keeping, parents are asked to notify the centre if they choose to keep their children home due to the weather.

When purchasing equipment, due consideration must be given to the construction materials and location of the item in regard to heat and the risk of burns.

At Pimpala Kindergarten we have a Sunsmart policy which compliments this procedure.

For review August 2017



Healthy Food and Nutrition Policy

Rationale

"Healthy Eating is fundamental to good health throughout life for all people. It underpins healthy growth and development, contributes to health and wellbeing, positive mental health and quality of life, and plays a role in preventing disease and disability".

"Overall for good health children need to drink plenty of water and eat plenty of fruit, vegetables, legumes and cereals; adequate amounts of lean meat and low fat milk products; and importantly choose foods containing less fats, less saturated fat, less sugar, and less salt".

"Children with appropriate nutrition have improved cognitive development, attention span, work capacity, behaviour and attendance at school and preschool. Establishing healthy eating patterns at a young age provides a critical foundation for good eating patterns in adult life...".

(Healthy Eating Guidelines, DECS, 2004)

At Pimpala Kindergarten we aim to promote nutritional eating habits in a safe, supportive environment for all children. We believe that early childhood is an important time for establishing lifelong healthy eating habits, which can benefit children in these ways:

- Short term: maximises growth, development and activity levels whilst minimising illness.
- Long term: minimises the risk of diet related diseases later in life, e.g. heart disease, strokes, some cancers and diabetes.
- Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning experiences.
- Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

Therefore:

- kindy staff encourage and model healthy eating behaviours.
- food and drink are consumed in a safe, supportive environment for all children.
- parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at preschool.

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*.
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
- encourages children to develop an understanding and responsibility for sustainable practices.
- integrates the Early Years Learning Framework (LO3 Children take increasing responsibility for their own health and physical wellbeing) and NQS (QA2 – Standard 2.1 Each child's health is promoted).

The Learning environment

Children at our preschool:

- have fresh, filtered tap water available at all times and are encouraged to drink water regularly throughout the day.
- are encouraged to bring their own named drink bottle filled with water only.
- eat in a positive, social environment with staff who model healthy eating behaviours.

The Learning environment (cont.)

- eat whilst seated.
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods.

Our preschool:

- provides rewards and encouragements that are not related to food or drink.
- understands and promotes the importance of breakfast and regular meals for children.
- teaches the importance of healthy meals and snacks as part of the curriculum.
- provides a positive eating environment which reflects cultural and family values.
- is a breastfeeding friendly site.

Our preschool will ensure a healthy food supply for preschool activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods to no more than twice a term, in accordance with the *Healthy Eating Guidelines*.

We will display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters and on our community noticeboard.

Food and water supply

Staff will ensure that food provided to children by the preschool is in line with the **Right Bite** strategy and will ensure healthy food choices are promoted and are culturally sensitive and inclusive.

Parents and carers are encouraged to provide healthy food and drink choices in line with the **Right Bite** strategy.

Our preschool has the following guidelines for families for food brought from home:

Snack Time

Parents and carers are encouraged to supply foods that:

- provide children with important minerals and vitamins.
- encourage a taste for healthy foods.

Parents/Caregivers are asked to supply fruit and vegetable snacks at fruit time only.

Parents/Caregivers are required to provide enough snacks for two snack times (morning and afternoon). Snacks are to be packed in a separate container to lunches to support children's independence, and be kept in children's bags.

Lunch Time

For lunch, the healthy eating guidelines will be in place.

Parents are encouraged to follow these guidelines and ask staff if they have any issues or concerns.

A healthy lunch box might include:

- a sandwich
- sushi
- fruit
- yoghurt/custard
- veggie sticks
- savoury rice
- pita bread
- salad wrap
- rice cakes with savoury filling

Please do not pack any unhealthy foods in your child's lunchbox.

Kindy staff will discourage non-healthy food choices, such as highly processed snack foods that are high in fat, salt and sugar and low in essential nutrients in children's lunchboxes eg. lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips. Children will not be prevented from eating these foods but kindy staff will encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious foods provided.

Lunch Time (cont.)

Please note that due to food safety regulations we will not be able to heat or cook any foods for lunch. Refrigeration facilities are NOT available for lunchboxes. Parents/Caregivers will therefore need to supply children's lunches in an insulated lunchbox with a freezer brick, where possible.

If foods containing life threatening allergens are packed (e.g. a nut based sandwich), the food will be removed to the kitchen until dismissal time and the child will be offered an alternate food eg. a plain sandwich. Children will be sent home with a note to inform parents that their food does not fit in with our Healthy Food and Nutrition Policy and guidelines.

Nude Food

Our preschool encourages nude food (ie unpackaged or with minimal packaging) and children will be required to take their food packaging and any uneaten lunch home. Fruit and vegetable scraps will go into our compost bin or worm farm.

Birthdays

Children's birthdays are celebrated with a "Happy Birthday" song and a pretend cake with candles. Please do not send birthday cakes or other birthday food treats to preschool. Families are asked to reserve birthday cakes and sweets for celebrations at home.

Fundraising

Our preschool will aim to align its fundraising initiatives with the healthy eating guidelines provided by the **Right Bite** strategy.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum.
- encourages staff to access training as appropriate to the *Healthy Eating Guidelines*.
- provides adequate hand washing facilities for everyone.
- promotes and encourages correct hand washing procedures with children and staff.
- cooks healthy options and whenever possible provide recipes for families.
- will liaise with families to ensure a suitable food supply for children with health support plans that are related to food issues. It is however the parents/ carers responsibility to notify the preschool if their child has a special dietary requirement. Children identified as having an allergy or special dietary requirement will be recorded on the 'Allergies and Medical Conditions' sheet displayed on the kitchen wall.

Allergy Aware/ Nut Free Zone

- Anaphylaxis is a life threatening condition caused by extreme allergic reaction to an allergen eg. nuts.
- Due to the prevalence of nut allergies in the community, the preschool is a nut free zone.
- No foods containing nuts or traces of nuts are permitted.
- From time to time there may be a restriction on other foods if there is a child attending with other specific food allergies.

Working with families, health services and industry

Our preschool:

- invites parents and caregivers to be involved in the review of our food and nutrition policy.
- provides information from various sources, including the **Right Bite** strategy to families and caregivers through a variety of ways including:
 - newsletters
 - policy development/review
 - information on enrolment
 - pamphlet/poster displays

This Healthy Food and Nutrition policy has been established after consultation with staff and parents on Governing Council.

References:

Right Bite, Easy guide to healthy food and drink supply for South Australian schools and preschools policy (2015)
https://www.education.sa.gov.au/sites/g/files/net691/f/easy_guide_to_healthy_food_and_drink_supply_in_sa_schools_and_preschools.pdf

Right Bite Ready Reckoner

https://www.education.sa.gov.au/sites/g/files/net691/f/right_bite_ready_reckoner.pdf

Eat Well SA Schools and Preschools Healthy Eating Guidelines (2004)

https://www.education.sa.gov.au/sites/g/files/net691/f/healthy_eating_guidelines.pdf

Dietary Guidelines for Children and Adolescents in Australia (2003)

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/gug-family-toc~gug-family-guidelines>

Australian Guide to Healthy Eating (2013)

<https://www.nhmrc.gov.au/guidelines-publications/n55>

National Quality Standard 2.2 (2018)

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Endorsed by Governing Council: 25/09/18

Next review: July 2021

Health and Safety Policy

Allergies/Medication

It is vital that staff are notified of any allergies, medical or physical conditions which may affect your child at preschool **and** that you provide us with an appropriate management plan.

Infectious Diseases

It is very important to inform the kindergarten if your child contracts an infectious illness so that precautions can be taken to prevent it spreading.

REMEMBER - It can happen to anyone, so please let us know!

Please consult with your medical practitioner regarding the length of time your child needs to be excluded from kindergarten.

Head Lice: Regular checking is necessary. Infested children cannot return until treatment has been carried out. Speak to staff about treatment options.

Standard Precautions:

Our Preschool has policies and practices in place to prevent cross infection of blood borne diseases including HIV and Hepatitis B & C (Universal Safety Precautions). All staff are qualified in First Aid training.

The children are taught about safe handling of blood at Preschool. The main points are:

- Blood can carry viruses that can make us very sick.
- All cuts/breaks in the skin need to be covered.
- It is not safe to handle someone else's blood.
- It is safe to handle your own blood. You can put your own hand on your own blood spill. Children are encouraged to apply their own bandaids as the need arises.
- Gloves must be worn when providing first aid to another person who has a cut/ blood spill.

Staff always use gloves in managing cuts, blood spills and bodily fluids.

The children are provided with the opportunity to become familiar with and use gloves in play situations e.g. a play hospital.

Before medication can be administered at kindergarten. Parents must complete the appropriate form. Medication must be prescribed for YOUR CHILD and clearly labelled with dosage and the child's name.

Please note:

For health and safety reasons we **are not able** to accept these things for use at the Preschool:

- toilet Paper Rolls
- laundry Powder Containers
- polystyrene Foam
- cat and Dog Food Containers
- medicine containers.

Curriculum policy

Our Mission Statement...

'We believe that all children have the right to experience the wonderment of childhood, to grow and to investigate through rich quality play in a warm and respectful environment which reflects the diversity of our world'.

Our experienced staff team plans the Kindergarten's curriculum using the National Early Years Learning Framework.

The **Early Years Learning Framework for Australia (EYLF)** includes everything that happens at kindergarten. Most important are the positive interactions between teachers, families, children and the environment as we play, talk, rest, eat, and work things out together.

The teaching and support staff at kindergarten work closely with all families and children to share information and to get to know each other so that the curriculum we plan appropriately meets and challenges the strengths and interests of each child. Each day there is a wide variety of planned and spontaneous play experiences to explore within a safe, well organised & supportive environment.

All of these elements of the curriculum framework are important for developing in your child a strong sense of his or herself as a valued, caring community member and a capable, self-regulated and self-motivated learner.

Belonging..... Being..... Becoming underpin this curriculum.

Our program is displayed for all families to view and join in with whenever possible. This Early Years Framework includes everything that happens at Kindergarten.

Most important are the warm and positive interactions between staff, families and children in the Preschool environment as we play, talk, explore, relax and learn together.

The teaching and support staff at Preschool work closely with all families and children to share information and to get to know each other so that the curriculum we plan appropriately meets the challenges, the strengths, needs and interests of each child.

Each day there is a wide variety of planned and spontaneous play experiences to explore within a safe, well organised and supportive environment.

All of these elements in our curriculum are important for developing in your child a strong sense of his or herself as a valued, caring community member and a capable self-motivated learner.

The following principles underpin our practice:

- We develop secure, respectful and reciprocal relationships.
- We work in partnerships with families.
- We hold high expectations for all children's achievements in learning.
- We respect diversity and believe there are many ways of living, being and knowing.
- We are committed to ongoing learning and reflective practice.

At all times we have an 'Open Door' policy and families are welcome to contribute and to join in with and comment upon our curriculum.

What will my child be learning at Preschool?

At Pimpala Kindergarten your child will have opportunities to:

- Develop appropriate social skills to work independently, and as part of a group.
- Develop positive relationships with other children and adults.
- Develop effective communication skills and learning dispositions.
- Develop a positive self-image, a sense of optimism and self-regulation (Executive Function).
- Develop their fine and gross motor skills.
- Be intellectually inquisitive and creative.
- Question, observe and construct their knowledge of the world around them.
- Develop literacy skills.
- Develop mathematical and numeracy skills.

Recording your Child's Learning

Staff use The Early Years Learning Framework for Australia as a basis for planning, assessment for learning and reporting on children's learning.

The 5 Learning Outcomes are:

- Children have a strong sense of identity
- Children are connected with & contribute to their world
- Children have a strong sense of wellbeing
- Children are confident & involved learners
- Children are effective communicators

The staff at Pimpala Kindergarten use a variety of different forms of documentation to assess and report on your child's learning. This may include learning stories, photographs, written observations, child interviews, other child's voice formats, work samples, an Individual Learning Plan's and a summative report upon completion of kindergarten.

At times your child will take some of their work home, staff may use it in a display in the kindergarten, or it may be placed into your child's Learning Folder.

Throughout your child's time at kindergarten please feel free to look at your child's Learning Folder, add learning stories from their home lives (particularly if it relates to what we have been doing at kindergarten) and also enjoy displays of work around the centre.

When your child leaves kindergarten and moves onto school, they take their Learning Folder with them. It may be valuable for you to share this work with your child's school as an introduction for the teacher.

Communication procedure

You will receive information via:

Children's Pigeon Holes

Each child is allocated a named pigeon hole in the front foyer where we put your newsletters, receipts, fees invoices and any other specific notes. Please check this daily.

Newsletters

Regular newsletters are sent home, via your child's pigeon hole. Please check this daily as it is our most effective way of ensuring that everyone has updated information on centre events.

Whiteboard Board/Community Notices

Notes on the whiteboard in the foyer area and our community notices provide additional methods of sharing important information with families. Please check these areas regularly.

Informal Chats/Information Sharing

We are here for your child's benefit, so please don't hesitate to speak with us. If you would like more information or have specific concerns please make an appointment with a staff member so that we are able to give you the attention you need.

Centre Displays

Please have a look at the notice boards in and around the kindergarten, they contain information, photos and work samples about Early Childhood Education and your child's learning.

Attendance procedure

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs. It is crucial that children develop habits of regular attendance at an early age. Children who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations.

Not only does regular attendance ensure that children develop healthy attendance patterns and their time at kindergarten is maximized, but it also ensures that the centre is staffed appropriately. Staffing is based on children's attendance during weeks 2 & 3 each term. It is vital that your child attends each session during these weeks to ensure the centre is staffed to the appropriate level, maintaining the correct child to staff ratio.

However independent your child likes to be, **please do not allow them to enter the centre alone.** Staff members need to be aware of each child's presence in the centre. It also allows staff to speak with you if necessary. Please initial the roll beside your child's name.

You are welcome to stay and join in an activity with your child.

- It is essential that the children are collected on time and if early are supervised by a parent/carer until the start of the session at 8.30am.
- Please let us know if you are likely to be delayed so that we can reassure your child.
- If someone else is to pick up your child please record this on the roll. We cannot let your child leave the centre in any other person's care until we have your permission.
- We farewell children from the mat at the end of the session and we ask that you encourage your child to remain seated until we have said good-bye.

Absences

If you are going on holidays, or your child is going to be away we appreciate it if you can let us know in advanced. If your child is sick we also need to know, as we may need to inform other parents.

If your child is leaving the kindergarten please let us know so we can finalise our records and you can collect your child's work.

Illness

If your child is ill, please keep them at home. Often parents arrive at kindergarten saying "My child was sick this morning, but still wanted to come". Please be considerate of the other children and staff (who also get sick) and keep your child at home to fully recover. If your child is suffering from any communicable/notifiable disease please inform staff.

Changes to Contact Details

Please inform staff of any changes to contact details, including custody issues, home address and telephone numbers, work locations and work numbers. It is extremely important that this information remains up to date in case of an emergency.



PHILOSOPHY STATEMENT

Pimpala Kindergarten is a welcoming, inclusive centre where all staff, children and families are supported, respected and valued as individuals.

We acknowledge parents as children's first educators and strive to work in partnership to best support and challenge each child to reach their full learning potential. We value and encourage parent input and foster shared decision making processes.

We believe that children are competent and capable learners from birth and see play as vital for young children's learning. We provide a play-based, child-centred program which promotes opportunities for children to learn through practice, discovery and through social interactions with others. We believe that learning is a journey and that each child will learn in their own time and in their own way, supported by caring and responsive adults.

We believe that children learn best when they feel safe, respected, supported and valued, so building relationships with children is integral to our work as educators. Educators also acknowledge the learning environment as the "third teacher" and work intentionally to create a learning environment that fosters children's learning dispositions and love of learning.

At Pimpala Kindergarten we value our outdoor environment and promote nature play within our curriculum, as we recognise the benefits it provides to children's physical and emotional health, social connections and wellbeing. Children at Pimpala Kindergarten are provided opportunities to play outside every day; no matter the weather. Educators promote children's connection to the natural world, fostering an understanding and respect of the natural environment through our curriculum and children's engagement in our outdoor environment.

We believe that quality educators are essential to quality learning. Educators at Pimpala are dedicated to growing their own knowledge and in building a shared professional knowledge founded upon evidence-based research. We value critical reflection as a team and are driven by a culture of inquiry that supports continuous improvement.

Endorsed by Governing Council: 3 July 2018

Pick-up and drop-off procedure

Please note: Staff officially begin work at 8.15am for an 8.30am start with children. The time before and after sessions is vital for setting up, preparing and cleaning up activities etc. for your children.

If you do arrive early, please stay with your child and do a quiet activity, such as playing outside, reading a story or doing a puzzle.

Please let staff continue to do their work until the session begins.

If you are running late to pick your child up, please notify the centre. Children can become distressed when they are picked up late and this way staff can provide reassurance that you are on the way.