

VALE PARK PRESCHOOL



PARENT INFORMATION BOOKLET

40 Ascot Ave,

Vale Park, S.A, 5070

Telephone: 8261 0228

dl.4672_leaders@schools.sa.edu.au

www.preschools.sa.gov.au/vale-park-preschool

EDUCATORS

Director: Vicki

Teachers: Felice and Helen

Early Childhood Workers: Christine, Alisa, Bec and Daniela

The Preschool also employs Bilingual and Preschool Support Workers to support children's engagement in the curriculum.

HOURS

Preschool sessions:

Monday and Tuesday 8.00am — 3.30pm
Wednesday and Thursday 8.00am — 3.30pm

TRANSITION INTO PRESCHOOL

Children are eligible to attend transition sessions during the fourth term of the year prior to the commencement of preschool. Transition visits enable the children to meet educators and familiarise themselves with the environment and routines, independent of their parents/caregivers.

PLAYGROUP

In preparation for preschool, playgroup is available for children over the age of 2 years and 6 months who will be attending Vale Park Preschool. Playgroup provides an opportunity for children and their parents to familiarise themselves with the preschool environment and to begin interacting with their peers and making new friendships.

Parents are required to attend playgroup and supervise their child at all times. Playgroup occurs on a Friday morning from 9am to 10.30am in Term 1, 2 & 3 and is facilitated by an educator. In the last week of each term there is no playgroup. The cost is \$4:00/session or \$30:00/term.

If you have a child who will be turning 3 soon and you would like them to attend this preschool, please speak with an educator who will support you to fill in a Register of Interest Form.

FEES

Fees are currently \$180 per term. Fee invoices will be placed in your communication pocket during the last week of the current term for the following term. Payment is due within the first three weeks of each term.

Fees are payable by an electronic funds transfer. Details for electronic fund transfers can be found on the fee invoice. If your child is absent for a period of time (holidays), fees are still required to be paid. If you have difficulty paying preschool fees, please speak to the Director to negotiate a payment plan.

DAILY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday
8:00 am Arrival	Group	Group	Group	Group
10:00 am CPC (Child Protection Curriculum)	<u>Small group</u> Literacy/ Numeracy	<u>Small group</u> CPC or Author Study	<u>Small group</u> Literacy/ Numeracy	<u>Small group</u> CPC or Author Study
Snack				
12:00 noon	Group / Relaxation	Group / Relaxation	Group / Relaxation	Group / Relaxation
Lunch				
1:30	<u>Small group:</u> Bookmaking/ STEM	<u>Small group:</u> STEM/ Bookmaking	<u>Small group:</u> Bookmaking/ STEM	<u>Small group:</u> STEM/ Bookmaking
3:00	Group	Group	Group	Group
3:30				

Educational Philosophy

The foundation for lifelong learning is established in the early years of a child's life. We value children as curious, independent, capable and competent learners who question and investigate their world while developing their learning identity.

Our learning environment enables children to co-construct their learning through involvement in authentic experiences embracing the cultures, values and interests of our families, local communities and Aboriginal and Torres Strait Islander People.

The planning cycle informs the emerging curriculum through regular collaborative reflection and analysis of children's engagement, interests, dispositions and abilities. Family and child input is sought and valued as part of this process.

The curriculum is implemented through intentional teaching moments and play based experiences in conjunction with an Inquiry Approach. The Early Years Learning Framework guides our practice into which we incorporate the Keeping Safe: Child Protection Curriculum, Indicators of Preschool Literacy/Numeracy as well as Science, Technology, Engineering and Mathematics (STEM).

We seek to facilitate an environment where children:

- Feel a strong sense of self and cultural identity.
- Are valued, confident and feel a sense of belonging.
- Develop positive and respectful relationships with their peers, educators and the environment.
- Take responsibility for their health, physical and emotional wellbeing and the natural world.
- Develop a range of skills and processes necessary for life including inquiry, investigation, critical thinking, persistence and resilience which includes risk taking.
- Communicate in multiple ways for a range of purposes.

As educators at Vale Park Preschool we:

- Respect and respond to children in a caring, positive and thoughtful manner.
- Provide a challenging and inclusive environment.
- Work in partnerships with families, the community and relevant professionals to share knowledge and engage in collaborative decision making.
- Regularly reflect on our practise and participate in ongoing Professional Training and Development.
- Work collaboratively embracing each other's knowledge, skills and strengths.
- Are open to new ideas and challenges.
- Have high expectations for ourselves and the children.

Vision statement

Children are curious, independent, capable and competent learners who investigate their world. Authentic relationships nurture children's sense of belonging and, combined with a high quality learning environment, enables children to deeply engage in play based experiences. This strengthens their dispositions for learning which extend their understanding of themselves and their world.

Mission Statement

Educators at Vale Park Preschool are committed to enhancing children's understanding of the world around them and their sense of self and learning identity, so that they can become fulfilled and reflective individuals, and active compassionate citizens.

CURRICULUM

The curriculum focuses on the development of the whole child; their academic, intellectual, social and emotional development by supporting them to be independent, curious, confident, reflective and caring learners.

By listening to, observing and documenting individual and group involvement, educators design learning environments that foster rich opportunities to deepen exploration and learning. Education is an ongoing process of learning, building on the child's current skills, knowledge and interests.

Children and families are supported and encouraged to be involved in the decision making process for their child's learning in partnership with educators and other professionals involved with the child.

The Preschool uses a planning cycle for learning that involves educators collaboratively discussing observations and samples of children's learning. Educators plan experiences that are relevant and meaningful to that child. By following children's interests and ideas, educators are able to maximise opportunities for children to develop their knowledge, dispositions, skills and abilities. This information along with family and child goals informs the next step of the learning program. The Term Overview is displayed on the parent information board and sent out on Seesaw, our electronic communication platform.

The Early Years Learning Framework informs our planning. It is a framework that allows us to support, stimulate, and structure children's learning in order to bring about a progression of development appropriate to individual children's needs and abilities. The framework is designed to promote key areas of learning for an integrated approach.

The Learning Outcomes include:

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



INQUIRY

Children are continually learning about their world through exploring, testing and evaluating experiences, objects and interactions with living things and people. Inquiry develops children's sense of agency, enabling them to make choices and decisions that influence events and to have an impact on one's world (EYLF p.45).

Inquiry is a process of discovery driven by curiosity and enthusiasm. The curriculum is scaffolded around inquiry questions that are co-constructed by educators listening and responding to children's voice. Unique opportunities for children to work together and inquire into specific concepts in large or small groups. Children engage in meaningful inquiry learning through hands-on experiences that support and develop reflection, problem solving and critical thinking skills.

INDICATORS OF PRESCHOOL LITERACY AND NUMERACY

DFE preschools are required to use the Indicators of Preschool Numeracy and Literacy to inform their planning and teaching of numeracy and literacy. Information collected using the indicators is included in the Statement of Learning for each child.

Numeracy Indicators

- I Explore and Understand My Place and Space in the World
- I Quantify My World
- I Analyse, Read and Organise the Data in My World
- I Measure and Compare My World

Literacy Indicators

- I Use Language to Connect With My World
- I Understand the Language of My World
- I Represent My World Symbolically
- I Engage With Texts and Make Meaning



KEEPING SAFE: CHILD PROTECTION CURRICULUM

At Vale Park Preschool we implement the Keeping Safe: Child Protection Curriculum. As we are a Department for Education preschool, we are under obligation to implement this curriculum as a legal requirement under the Children's Protection Act and the Child Protection Policy.

The specific aim of the curriculum is to help children learn to recognise and develop ways of protecting themselves. Its wider focus covers rights, responsibilities, relationships and ethical behaviour. We implement the curriculum that has been designed for The Early Years Band: Ages 3 – 5, by using age appropriate language and resources. We also use intentional teaching approaches combined with teachable moments that may occur during play.

The curriculum has two major themes which form the basis of all teaching and learning in child protection:

Theme 1: We all have a right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust

The curriculum is broken down into four focus areas:

Focus Area 1: The right to be safe

Focus Area 2: Relationships

Focus Area 3: Recognising and reporting abuse

Focus Area 4: Protective strategies

Prior to commencing any Focus Areas throughout the year, we inform families via Seesaw. We communicate information about the Theme and Focus Area and provide ways in which families can support this learning and knowledge at home. If you have concerns or questions about this curriculum at any stage in the preschool year, please don't hesitate to speak with us.

ASSESSMENT AND REPORTING

We acknowledge that parents are the children's primary influence and as such we endeavour to work in partnership with families by communicating regularly. We communicate with parents about their child's development in a variety of ways:

- Collecting and sharing ongoing learning and observations of children during the child's year at preschool, focusing on children's social, emotional, physical and spiritual wellbeing.
- Floorbook provides information about the learning program.
- Conversing with families about children's progress and achievements. Informal and/or formal conversations regularly and parent teacher interviews are held at the beginning of Term 2.
- Information is also provided to families on children's participation, interests, abilities and knowledge through the your child's Learning Portfolio and Seesaw.
- A final Statement of Learning is written during term 4 for children that complete a full preschool year.

STEM

Children are naturally curious about the world around them and therefore we use this curiosity to focus more deeply on science, technology, engineering, and maths (STEM) and to strengthen the dispositions and habits for learning.

By using a STEM lens educators capitalise on the science, technology, engineering and maths learning in what is already happening – with focus on asking insightful questions/wonderings to engage and motivate the children to investigate and learn more. Educators carefully select resources that enable children to explore STEM concepts through active participation in authentic experiences.

There is an increased focus on developing the children's communication and thinking skills (through them sharing their ideas and thoughts), their reasoning, critical thinking and problem solving with other children and adults. Children and educators learn from and with each other. Children are also supported to use technology as a tool to extend their learning and as a way of expressing their thoughts and testing their theories.

A STEM approach to education presents children with real-world projects and challenges, encouraging children to solve problems and present their ideas. These projects and challenges promote the real life application skills, such as critical-thinking and reasoning, collaboration, and creativity, necessary for learning now and in the future. STEM also provides opportunities for children to apply their literacy and numeracy skills in meaningful ways. These experiences inspire children's reasoning and learning over a long period of time.

Vale Park Preschool seeks to develop partnerships with families, businesses and the community to extend learning opportunities for children in creative and unique ways.

REGGIO EMILIA APPROACH

The Reggio Emilia principles influence our curriculum and we embrace a capable and confident view of the image of the child. The curriculum within this approach is co-constructed between educators, children and families.

Children's voice is central to our image of the child therefore educators listen and respond to the hundred languages of children and use these observations and dialogue to deepen the exploration and learning. From this dialogue, the environment, experiences and inquiry questions are established.

Educators strive to establish and maintain trusting relationships with children, where they encourage children to develop skills in problem solving, questioning, critical reflection and collaboration.

The Reggio Emilia approach values the indoor and outdoor environments as the third teacher. Both environments are therefore setup to enable individual children and groups of children to engage in experiences together. Open-ended experiences which enable children to follow their creative interests and use a wide variety of materials, tools and equipment are always available. Natural items, objects and plants are used in the indoor environment creating a natural link between the indoors and outdoors.

EDUCATION FOR SUSTAINABILITY

Our aim is to build on the children's existing skills and knowledge of sustainable practices, through embedding values and behaviours that lead to a sustainable lifestyle. We do this with children by modelling and explicitly teaching sustainable practices such as; re-using materials, purchasing recycled products, using a separated bin system that correlates with the council bins, learning with children about small creatures, plants and the natural environment, using rainwater for sandpit play and plant watering where possible and growing fruit, vegetables and locally native plants in the outdoor environment.

Families are encouraged to be involved through the donation of recyclable pieces of wood, plastic, paper, cardboard and other miscellaneous objects. We also encourage families to support our sustainable practices and make links between preschool and home.

RECYCLED MATERIALS

Can You Help Us To Be A Sustainable Preschool?

We would appreciate your help in collecting the following items from your home, family and friends, walks in the environment and work/business environments. The children creatively use these items and turn them into something "new and magical". We may also use the different items for sorting and comparing.

Ideas for Recycled Materials for Children to Use:

- Ribbon/Lace
 - Boxes all shapes and sizes
 - Alfoil and Gladwrap cylinders
 - Clean toilet rolls
 - Off cuts of fabric
 - Wrapping paper and cards
 - Buttons
 - Cotton reels
 - Plastic yoghurt tubs
 - Cardboard of different shapes and sizes
 - Paper of different shapes and sizes
 - Old keys
 - Shells
 - Gum nuts, pine cones, seed pods etc.
 - Flowers dried or natural
 - Rocks
 - Natural materials
 - Bottle tops
 - Milk and juice lids
 - Wood for hammering
 - Wool
 - Small ceramic or clay tiles
 - Carpet and lino squares
 - Interesting pieces of plastic
 - Corks
 - Or any natural materials that would otherwise be thrown away
- Please no egg cartons or boxes containing nuts due to allergies**

PARENT RESPONSIBILITY

We ask all families to support their child's learning and the safety of all children by:

- Ensuring your child attends regularly.
- Accompanying your child into the Preschool so that they are greeted by an educator.
- Sign your child in/out for each session.
- Only allowing your child to leave the Preschool by keeping the gate shut at all times.
- Informing educators of any changes to pick up arrangements or attendance patterns, and then writing this information next to your child's name on the sign in sheet.
- Notifying the preschool when your child is absent.
- Stay with your child if you arrive at preschool early. Educators are busy preparing the learning environment and are not responsible for children before and after the stated session times.
- Pick your child up promptly at the end of the session. Children can also become anxious when they are the only child remaining.
- Call the preschool if you are running late so that we can reassure your child that you won't be long.
- Check your child's communication pocket , seesaw and emails regularly for notices about what is happening in the preschool including upcoming events, any changes that might be occurring and important dates etc.
- Paying term fees promptly.
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ASSISTING WITH END OF TERM CLEANING

All parents are encouraged to help with the cleaning and maintenance of the environment and equipment by assisting with general cleaning. At the end of each term a list of jobs is compiled, and we ask for parental participation to assist. It is important that all children learn in a safe and clean environment.

BOOK DONATION

At the end of your child's time at preschool, parents are invited to donate a book to our children's library to commemorate their child's time at preschool.

PRESCHOOL INFORMATION

What do children need to bring? **PLEASE NAME EVERYTHING!**

- Bag that is easy for your child to open, close and carry.
- Hat in terms 1, 2 & 4. (Vale Park Preschool hat or broad-brimmed without under chin straps can be purchased online).
- Drink bottle (water only).
- A healthy lunch; we promote healthy eating therefore please pack a healthy lunch in a named lunch box. (Some children have allergies to nuts therefore we ask for these foods to stay home)
- Fruit and vegetable for morning snack, such as fresh fruit, vegetables or dried fruit. We are a nut aware preschool, so please no nuts, nut products or muesli bars, e.g. Nutella spread.
- Clearly labelled spare clothes in case of accidents or getting wet while participating in play.

VALE PARK PRESCHOOL CLOTHING

Preschool clothing can be ordered online through "Speckled Frog".

CLOTHING

Children need to wear practical play clothing that is suitable for active and sometimes messy play. Ensure your child is wearing clothing and shoes that they can manage independently, especially while toileting and pack a named change of clothes each day in your child's bag.

ENCOURAGING INDEPENDENCE

At preschool we encourage children to be as independent as possible. Children are encouraged to pack and unpack their own bag and look after their belongings.

To assist children with their independence it is important to keep a few things in mind, for example:

- When purchasing a bag and lunchbox for your child's year at preschool please give consideration to the ease with which they can independently manage the zips and clips on their own.
- When buying shoes it may be worth considering the ease with which your child can put them on by themselves and whether or not they are safe for active play and climbing.

TOYS FROM HOME

Please do not allow children to bring play toys from home as they may become lost or damaged. Some children may require a familiar item from home when starting preschool. If you feel that your child would benefit from bringing in an object from home please speak with an educator. We encourage children to bring items from home to share on a topic or a special place, etc.

FAMILY PARTICIPATION

Families are invited to volunteer their time and skills at preschool in many ways, including:

- Engaging with children in their play, reading to children, and participating in curriculum experiences such as construction and creative making experiences.
- Sharing your skills, knowledge, experience or expertise with the children. This could also include being involved in gardening, playing a musical instrument etc.
- Sharing your cultural heritage, festivals and special occasions.
- Joining the Governing Council.
- Assisting with fundraising.
- Helping with the weekly laundering of smocks and dress-up clothing.
- Engaging in Parent /Educator conversations (term 2)

VOLUNTEERING AT THE PRESCHOOL

Parents volunteering at the Preschool require a Working with Children Check. From 1st July 2019, individuals can apply for a WWCC themselves online at - screening.sa.gov.au

Please note under the section- **Who does not need a WWCC?**

A person **does not** need a WWCC if they:

- are a parent or guardian volunteering with their own child (e.g. at preschool) and do not have close personal contact with other children, or participate in an organised overnight event (e.g. a school camp)
- don't reasonably believe they will work with children for more than seven days (consecutive or not) in a calendar year*

There is no cost for volunteer checks. It will be valid for five years from the date it is issued.

A confirmation clearance email is sent to the applicant on completion. This email will need to be supplied to the school if it is required in your position as a volunteer.

All families volunteering require a RAN certificate.

Register for a plink Volunteer account go to the website: <https://www.plink.sa.edu.au/pages/signup.jsf>

COMMUNICATION

We value and highly encourage communication between educators and families. We communicate curriculum information, excursions, incursion, relevant community activities and other information with families via 'seesaw' our online platform, email, and through the communication pockets (located outside the entrance door of the building).

SIGNING IN AND OUT

It is important for parents/carers to sign children in and out of preschool each day. This is a written record of children's attendance and who brought them and picked them up. Only adults listed as being an emergency contact can pick a child up at the end of the day. We require parent/caregiver permission in order for anyone not listed on the child's enrolment form to pick them up after preschool. Additionally, this adult will be asked to show identification upon pickup. Children are also encouraged to sign in each day on the children's sign in sheet.

PICKING UP YOUR CHILD

Children may be picked up from preschool between 3.15pm and 3.30pm. If you pick up your child prior to 3.00pm, notify an educator. When you arrive, speak to an educator and let them know you are taking your child early. Collect your child's belongings and sign your child out.

If you are picking up your child at the end of the day (3.10pm-3.30pm), please wait outside the preschool, as all children will be gathered together in the front room engaged in a learning experience. Educators will dismiss children from 3.15pm in order to avoid continual disruptions caused by children leaving during the session.

WHEN YOUR CHILD IS RELUCTANT FOR YOU TO LEAVE

Children may be a little anxious or upset when you drop them off for the first time or after the holidays. Please speak with an educator so that we can assist and support you and your child. It is important that we are aware of how you are both feeling and the best strategies to support your child.

It is important to:

- Try to remain calm.
- Be clear, truthful and consistent, e.g. 'I'll start you off with this painting and then I have to go.'
- Always say goodbye and tell them when you will be back.
- Ensure that you are at the preschool on time to pick up your child.
- Make positive comments about their successes.

Remember, educators are here to help you and your child. We will reassure your child and assist them in managing their feelings during this transition time. If they don't settle, we will contact you, and if you are worried you can always phone to check on their progress.

ABSENCES

The early years are an important time in a child's life; they shape how a child learns and how they develop. Therefore regular attendance at preschool is important in giving children the best possible start in life. Attendance builds on and extends children's current knowledge and skills. It also allows children to develop and maintain friendships.

If your child is going to be absent, call, email or seesaw the preschool. We appreciate prior notice for all absences, particularly for those longer than a week.

GOVERNING COUNCIL

The Governing Council body consists of parents who meet twice a term to assist in the smooth running of the preschool. If you are interested in joining the Governing Council and would like to become more involved in the running of the preschool, speak with an educator or join us for one of our meetings which are advertised.

The Governing Council meet with educators to:

- Develop, monitor and discuss site improvement plans.
- Develop and monitor strategic directions of the preschool.
- Allocate finances so that the directions and outcomes for the centre are achieved.

Parents often develop social networks as a result of being on Governing Council and being involved in social and fundraising events within the preschool's community.

All Governing Council members require a RAN certificate.

HEALTH AND WELLBEING

At Vale Park Preschool we are committed to providing a positive learning environment for educators, children, families, volunteers and visitors. This is achieved through the effective management of illness and injury, which includes:

HEALTH EXAMINATIONS

Child and Youth Health Checks are performed during the preschool year and include hearing and vision testing. Children must be at least 4 years of age to have a Child and Youth Health Check. Information/booking notices will be put in each child's pocket prior to checks inviting you to participate.

EPIPEN

All Department for Education preschools and schools must have a general use adrenaline auto injector so they can provide emergency medication to treat anaphylaxis.

The general use adrenaline auto injector is not a substitute for children and young people who are at high risk of anaphylaxis, and who have been prescribed an adrenaline auto injector. In these cases, you need to notify the preschool that your child is at risk of anaphylaxis and provide an Australasian Society of Clinical Immunology and Allergy (ASCI) action plan.

MEDICATION

Wherever possible, medications should be administered by the parent. Medication will only be administered if a 'Management Plan' or an 'Medication Agreement' for education and care is developed and signed by the treating doctor and parent approval is given via the signed proformas. These forms must be signed by the child's Doctor and include the details of the dosage and the name of the medication. The medication must be supplied in its original packaging and not exceed the use-by date.

At no time will medicines of any type be administered without the above authorisation. It is important for parents to keep educator's updated and informed of any changes to their child's health and/or medications.

Medication should not be left in the child's bag.

Before medication is administered to a child, the educator will verify the correct dosage with another educator. After giving the medication, the educator will complete the necessary details on the 'Request to Administer Medication' form.

ILLNESS AND INJURY

Precautions against the spreading of colds, viral infections and contagious diseases are necessary at preschool.

Therefore, we ask that children showing signs of being unwell such as a high temperature are kept at home.

Children who have had **vomiting or diarrhoea must be kept at home for 24 hours after the last episode.**

Children often say that they are well enough to come to preschool but in these instances it is up to the parent to judge the suitability of the child's attendance.

If an outbreak of an infectious disease occurs parents will be notified through seesaw or by email. Should a child become unwell at preschool, parents or a nominated contact person will be phoned and asked to take the child home.

Any minor injuries will be treated, recorded by educators (including the date, time, place, observation of incident, and educator signature) and reported to parents via a note next to your child's name on the sign in sheet to speak to an educator. The incident will be discussed with the parent/caregivers.

NOTIFYING FAMILIES OF CASES OF INFECTION

Please notify the preschool immediately should your child contract an infectious disease. An educator will notify all families via seesaw or by email.

IMMUNISATION

Parents are asked to provide current immunisation information when enrolling their child.

POLICIES AND PROCEDURES

Below are brief outlines of the Policies and Procedures that are implemented at Vale Park Preschool. To view the full documents please visit the Preschool's website www.valeparkcsc.sa.edu.au, or they can be found in the Policies/Procedure folder in the parent information area next to the sign in forms.

CONCERNS AND COMPLAINTS

Vale Park Preschool is committed to ensuring the delivery of high quality education and care for your child. We will work in partnership with all families to resolve any concerns and complaints you may encounter during your association with the Preschool.

If you have any concerns, the following process should be followed:

Step 1: Talk with a preschool educator.

If a concern or complaint relates to an issue concerning the preschool, parents/or the person making the complaint should talk to the Director as soon as possible to organise a mutually convenient time to meet or have a telephone conversation. If you are not satisfied by the outcome:

Step 2: Contact the Education Complaint Unit.

Email: DFE.EducationComplaint@sa.gov.au

Phone: 1800 677 435

The complaint unit will:

- Assess your complaint.
- Work with you to decide what action is needed.
- Let you know what has been done and when you can expect to hear about the outcome.
- Advise you about how you can escalate your concerns if you haven't been satisfied by the outcome.

EXCURSIONS

Excursions are an integral part of the program at Vale Park Preschool and are arranged to enrich the learning experiences of the children. A risk assessment is undertaken prior to and when planning the excursion and parent permission is sought. All excursions are organised and comply with the Department for Education Camps and Excursions Policy and National Quality Standards requirements.

Incidental visits to Vale Park Primary School occur regularly and parents provide permission for this upon enrolling their child at preschool.

MEDICAL CONDITIONS

Vale Park Preschool promotes the health, safety and wellbeing of all children. We aim to keep everyone safe and in particular children with medical conditions. Reasonable steps will be taken to manage medical conditions.

Therefore parents will need to:

- Provide an Australasian Society of Clinical immunology and Allergy (ASCIA) Action Plan for their child.
- Communicate any changes to the (ASCIA) Action Plan and Risk Minimisation Plan for their child verbally and in writing as soon as it is known.

The Preschool will:

- Follow the child's (ASCIA) Action Plan written by a doctor, along with any medication that may need to be given.
- Develop a Risk Minimisation Plan in consultation with the parents of the child.

POLICIES AND PROCEDURES

NUTRITION AND FOOD

At Vale Park Preschool we promote nutritional eating habits in a supportive environment for all children. Children learn eating habits from their parents and other people who care for them. The habits learnt during childhood tend to continue into adulthood.

Rationale

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

- Short term - Maximises growth, development and activity whilst minimising illness.
- Long term - Minimises the risk of diet related diseases.
- Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- Educators model and encourage healthy eating behaviours.
- Food and drink are consumed in a safe, supportive environment for all children.
- Parents/caregivers are encouraged to supply healthy foods (a list is provided to support your choice of food) in line with the Rite Bite Strategy.
- Parents are informed of specific restrictions when children with severe allergies attend to ensure the safety of all children.

This food policy has been established after consultation with educator and parents within the preschool community. It is based on the Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003) and the DfE 'Rite Bite Strategy'.

SNACK TIME (morning) - PLEASE KEEP YOUR CHILDS SNACK IN THEIR BAG.

Families are asked to supply fruit and vegetables at snack time to:

- Promote healthy food choices which are culturally sensitive and inclusive.

LUNCH TIME - Each morning the children place their lunches in the Lunch Trolley/Basket

Families are asked to bring healthy food to eat. Please see the list for suggestions on healthy choices and unsuitable foods.

- Parents will be contacted if lunch is not provided.
- Lunches will be stored inside but are not refrigerated. Cool packs are supplied by families.
- Educators are unable to reheat food.

DRINKS

Water is provided, however we appreciate children bringing a named water bottle.

SPECIAL OCCASIONS AND BIRTHDAY GUIDELINES

The Preschool ensures a healthy food supply for preschool activities, celebrations and events, in accordance with the Healthy Eating Guidelines

Nutrition and Food Policy (ALLERGIES)

A number of children have severe, life threatening food allergies. At times specific food is eliminated from the preschool to ensure the safety of all children.

We currently have children who have been diagnosed as being at risk of ANAPHYLAXIS enrolled at this Preschool. Please DO NOT bring any: -NUTS or PRODUCTS CONTAINING NUTS

Healthy Choices for Lunch

- Healthy sandwiches, rolls and wraps
- Fresh salad and vegetables
- Cheese slices or cubes
- Yoghurt
- Dried Fruit
- Dry crackers or crisp breads
- Pasta or rice
- Rice cakes or corn thins
- Savoury scrolls
- Dips and vegetables sticks

Food NOT to Bring for Lunch

- Nuts and products containing nuts
- Nutella spread
- Sweet biscuits
- Lollies
- Cakes e.g.. Chocolate, cream etc.
- Chips and crisps
- Fruit rollups
- Cordial
- Soft drinks

POLICIES AND PROCEDURES

Site Behaviour Code

National Quality Standard 5.1, 5.2, Regulation (2) (j), Related Key Regulations: 155,156.

Guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe learning environment. They provide consistency and clarity around acceptable behaviour.

We aim to encourage and develop in children empathy and understanding, self-respect, self-discipline and self-control, to care for each other, our belongings / equipment and environment.

As a team of educators we believe:

- Our expectations of behaviour are based on care and respect.
- Children learn from people in their environment and learning is ongoing.
- All children, parents and educators have the right to feel safe and secure.
- A safe environment provides optimal learning outcomes for children.
- Children learn best when they belong, experience success and have a positive sense of self.
- Children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of the relationships with their peers and educators.
- Effective communication and learning occurs when families and educators work together to develop common goals, understandings for a child's wellbeing, learning and development.
- Consultation with families is highly valued and their individual perspectives are encouraged and respected.
- Children's individual and contextual needs are crucial to successful learning.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistently.

Educators promote positive behaviour and interactions by:

- Planning for an enriched learning environment that promotes a sense of belonging, being and becoming through play and provides successful learning.
- Ensuring that expectations are developmentally appropriate and understood by all children and educators.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning opportunities for the further development of resilience, agency, cooperation, collaboration, risk taking, conflict resolution, independence, leadership and respect for others.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour both verbally and non-verbally.
- Involving children in their learning by developing expectations and consequences.
- Intentional teaching of positive interactions and play skills.
- Using 'teachable moments, interests and strengths in conjunction with explicit programming to develop children's social, emotional and protective behaviour skills.
- Encouraging open two-way communication with families to ensure that each child's rights are met by valuing children as individuals within the family and cultural context.
- Encouraging children to be proactive when faced with challenging situations.
- Encouraging and supporting children to self-regulate their emotions when required.

POLICIES AND PROCEDURES

Site Behaviour Code (cont.)

Educators will respond to challenging behaviours by:

- Involving children in the formulation of safe and respectful ways of interacting through Risk Benefit Assessments with children.
- Reminding children of expectations and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Offering choices.
- Using Restorative Justice Practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing, learning and development.
- Observing and assessing individual children's learning and development and reflecting on and reviewing our planned program and how the learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Individually assessing each scenario as they arise to minimise the risk of injury or harm to those involved. Children may need to be redirected from the incident and require reflective time.

Rest and Sleep Procedure

The environment at Vale Park Preschool is set up to provide time, space and place for children to remove or retreat away from the business of the day.

Children might need to have a break or a rest, and may rest or relax in different ways. Rest and relaxation are important for health and well-being, and learning to relax our minds and bodies is an important life skill.

Children of all ages

- A quiet place will be designated for rest and sleep, away from interactive groups. The space will allow for a calm play experience.
- Children are to sleep and rest with their face uncovered.
- If a child goes to sleep the family will be contacted by phone informing them of this situation, and advice will be sought about how families would like the preschool to manage this situation.
- Supervision, planning and the placement of educators across our service will ensure educators are able to adequately supervise sleeping and resting children.
- Educators will consider the risk for each individual child, and tailor sleep and rest to reflect the levels of risk identified for children at our service. Factors considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.
- A pram is not recommended for use because it is not a safe place for sleep. Therefore, a portable cot is available for sleeping babies and toddlers if a child requires a sleep.

Babies and Toddlers attending Playgroup

- Vale Park Preschool provides a playgroup for children a year and a half before they attend preschool for one and half hours per week.
- Younger sibling can attend the playgroup under the direct supervision of their family.

POLICIES AND PROCEDURES

Emergency Management Plan

Vale Park Preschool has developed an Emergency Management Plan which supports the site to manage and respond to an emergency or major incident at the site.

Each term the children and educators undertake emergency simulations, usually during the second or third week of each term. Each emergency simulation is evaluated through the lens of improvement.

The site Emergency plan is reviewed each year and there is a copy in the Parent Policy/Procedure folder.

Families will be contacted by text or email if an emergency occurs at the Preschool. If the Preschool is evacuated and we move off site, families will receive a text message informing of this and the child collection process using the Preschool emergency mobile phone.

SUN PROTECTION

The Sun Protection Policy is implemented in Terms 1, 3 and 4 of each year. Outside of this time, care should also be taken when the ultraviolet radiation level is 3 (moderate) and above. The purpose of the policy is to ensure that all members of Vale Park Preschool are protected from skin damage caused by the sun's harmful rays. It is an expectation that all educators, students and parents of Vale Park Preschool will use the following

Skin protection strategies:

- Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Extra care is taken when UV radiation levels are higher.
- Wear appropriate clothing which protects the skin.
- Children, educators and parents are expected to wear a broad brimmed hat, legionnaire style hat or a bucket hat (with no chin straps) whenever they are involved in outside activities.
- Apply a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin, 15-20 minutes before coming to preschool. Children have sunscreen applied at lunch time. Parent permission is sought when enrolling.
- Families of children with specific sunscreen concerns provide sunscreen for their children to wear.

HOT WEATHER

At Vale Park Preschool we aim to keep everyone safe at all times and in particular during periods of hot weather. Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards.

Strategies to reduce the risk of heat illness will include:

Shade: During periods of hot weather activities are conducted in shaded areas.

Drinks: Drinking water will be accessible at all times.

Children are reminded to have a drink.

Children are encouraged to bring a drink bottle.

Clothing: Families will be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and a type that is 'Sun Safe'. Clothing should also reduce skin exposure to the sun's rays. (shoulders must be covered)

Lunch: Families are encouraged to pack food in insulated containers with a freezer block/cool pack.

The following measures apply on days when the UV radiation levels are high and when educators feel conditions warrant it:

- Modified outdoor activities are offered to children in the morning. These will be located in shaded areas.
- There will be no outdoor activities offered in the afternoon and children remain indoors, with the air-conditioner on.
- Children will eat their snack indoors.

CHANGING CLOTHES

Sometimes children need to have their clothes changed whilst at preschool. When changing children, educators support the child to collect their spare clothes from their bag and bring them to the children's bathroom. If the child has no spare clothes, preschool spare clothes will be used.

The educator supports the child in the process of changing their clothes and putting the wet/soiled clothes into a plastic bag and into the child's preschool bag to take home. Reassurance and comfort is given to the child and the child's dignity is maintained at all times. If a child requires underwear from the Preschool, new underwear will be supplied for a small cost.

DFE POLICIES AND PROCEDURES

Vale Park Preschool has produced site Policies and Procedures that should be read by all parents/caregivers. These Policies and Procedures are written in conjunction with the Department for Education (DFE) Policies and procedures.

To view the DFE policies and procedures visit:

<https://www.decd.sa.gov.au/departments/policies/departments-policies>