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Home



Our curriculum allows children of all ages to learn together, sharing a beautiful large yard and enjoying music, movement and play.

We welcome all children and families and would love you to come and visit us.

Find out more about our goals and our focus in our philosophy statement (PDF 91KB)
(<https://www.preschools.sa.gov.au/sites/g/files/net4016/f/waikeriecc-philosophy.pdf>).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have. See 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.

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. 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 the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Contact us

Preschool director: Mrs Christina Ziegler

Phone: (08) 8541 2692

Fax: (08) 8541 3126

Email: dl.6548.leaders@schools.sa.edu.au

Street address: 16 Marks Terrace Waikerie SA 5330

Postal address: 16 Marks Terrace Waikerie SA 5330

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. At the beginning of the year you can choose up to 5 sessions for your child to go to. Your child can come to a morning and afternoon session. They can go home at lunchtime or stay for lunchtime care if there is room.

Morning

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	–

Afternoon

Monday	Tuesday	Wednesday	Thursday	Friday
12.15pm to 3.15pm	12.15pm to 3.15pm	12.15pm to 3.15pm	12.15pm to 3.15pm	–

Fees

The parent contribution is \$110 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/waikerie-childrens-centre-inc/getting-started/enrolment-and-fees>) page for more information.

Lunchtime care (<https://www.preschools.sa.gov.au/waikerie-childrens-centre-inc/getting-started/what-we-offer#wakerielunchtimecare>) is extra.

What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes
- drink bottle containing water
- healthy snack (2 snacks if staying all day)
- medication if needed.

Please write your child's name on all their belongings.

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Additional information

Please read our drop-off and pick-up procedure (PDF 106KB) (<https://www.preschools.sa.gov.au/sites/g/files/net4016/f/waikeriecc-drop-off-and-pick-up.pdf>).

Long day care

Childcare is offered on site and sits alongside our preschool program. Educators care for children from 6 weeks to 6 years of age. Our professional educators provide a caring, stimulating and educational program for children that helps them develop relationships and strong social connections. We have a strong focus on nature play in our beautiful outdoor environment.

Times

Childcare sessions are available Monday to Friday:

- morning session: 7.45am to 12.45pm
- afternoon session: 12.45pm to 5.45pm.

Your child can come for a half day or full day. Please contact us for more information.

Cost

From 2 July 2018:

- day session \$112
- morning session \$66
- afternoon session \$61.

It is vital that you pay regularly and on time because we need to pay salaries and cover operating costs.

The cost is less if you are eligible for the child care subsidy
(<https://www.education.gov.au/ChildCarePackage>).

What to bring

Children need to bring these items each day:

- bag
- nappies if needed
- water bottle
- hat
- comforter if needed.

Snacks and lunch

Morning sessions include:

- snack
- cooked lunch.

Afternoon sessions include:

- afternoon tea
- late snack.

Day sessions include:

- morning snack
- cooked lunch
- afternoon tea
- late snack.

Before-preschool, lunchtime, and after-preschool care

Limited spaces are available for lunchtime, before-and after-preschool care.

Times

Before-preschool care

Monday to Thursday: 7.45am to 8.30am.

Your child will then be brought to the preschool room.

Lunchtime care

Monday to Thursday: 11.30am to 12.15pm.

After-preschool care

Monday to Thursday: 12.45pm to 5.45pm.

If your child is not at preschool, care is available from 12.45pm. If your child is at kindy, they will be taken to childcare at 3.15pm when the preschool session has finished.

Cost

- Before-preschool care: \$12
- Lunchtime care: \$10
- After-preschool care: \$61 (this session is the same as the afternoon session of day care).

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 in preschool

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/waikerie-childrens-centre-inc#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://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 will contact you in September or October about an orientation session. This will be a 1.5-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in November and will be a chance for your child to meet the staff and other children.

Enrolling your child in childcare

Children are eligible for childcare from 6 weeks to 6 years of age. You can register your child by coming down to see us and collecting a waitlist form. At this time, we can discuss your family's needs for care and our current vacancies. See our [what we offer \(<https://www.preschools.sa.gov.au/waikerie-childrens-centre-inc/getting-started/what-we-offer#wakerielongdaycare>\)](https://www.preschools.sa.gov.au/waikerie-childrens-centre-inc/getting-started/what-we-offer#wakerielongdaycare) page for childcare costs.

Fees

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

The parent contribution is \$440 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$110 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Your child can come to a maximum of 5 sessions a week but you can also choose:

- \$110 each term for 4/5 sessions a week
- \$100 each term for 3 sessions a week
- \$90 each term for 2 sessions a week
- \$65 each term for 1 session a week.

We offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/waikerie-childrens-centre-inc/getting-started/what-we-offer#wakerielongdaycare>).

When to pay

We will invoice you at the start of each term via your communication pocket.

Payments are due by week 4.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay by cash, cheque or EFTPOS at the kindy. Please put the payment in a sealed envelope with your child's name on the front. Put the envelope in the payments box at the front desk.

EFT information

You can pay by direct deposit for childcare and kindy. Please note that the services have 2 different accounts.

Preschool

BSB: 065000

Account number: 12130591

Childcare

BSB: 105048

Account Number 039133840

Please put your child's name 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>).

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Waikerie Children's Centre

Rating issued: August 2017

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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 784KB)

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

Site context statement

A summary of our:

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

Site context statement (PDF 47KB)

(<https://www.preschools.sa.gov.au/sites/default/files/waikeriecc-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/6548_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.



Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

POLICY AND PROCEDURE

ASSESSMENT FOR LEARNING

The following data tools, processes and procedures are used to share evidence with parents on decisions and judgements about children's learning and educator pedagogy at Waikerie Children's Centre. It meets the requirements of the Education and Care Services National Regulation 4.1.74(1).

The Early Years Learning Framework guides our work on a cycle based on observing, planning, implementing, and evaluating children's learning. The process refers to gathering and analysing information as evidence of what children know, can do and understand.

These tools help us to determine the extent that children are progressing towards the EYLF learning outcomes.

On Enrolment:

Identity Web	Referrals to Agencies or DFE
Child information Sheet	Parent skills sheet
Enrolment form & conversation	Parent conversation
WCC Handbook	Visits to WCC
Identification of support needs	Information sessions

At transitions points between childcare services and also to kindy:

Staff meet to discuss children who are transferring. Parents meet new staff if they are not familiar.

Parent interview if needed for transition.

Summative report for parent

Profile Book given to parents

Throughout children's time at Waikerie Children's Centre educators will use these multiple processes to gain an understanding and support children's learning and work in partnership with families:

Individual Profile books across the centre	Individual Learning or One Plans
Observation of children in a variety of formats	Observations tools- Respect Reflect Relate
Digital media- photographs and video	Summative reports for children moving from babies room and over 2's room
Interviews with parents	Early Years Learning Framework assessment tool (kindy Term 1 & term 3)
Parent Notice of Observation – one at centre, one for home	Waikerie Partnership Wellbeing tool (kindy Term 1 & term 3)
Educators Planning together	Photo collages
Primary Caregivers to make family connection	Professional Agency support programs
Leaf Tree Program- same in all 3 rooms (with key areas of contribution highlighted by the coloured leaves)	Parent & child surveys
EYLF Parent programming contribution sheets	Educator Reflection Sheets
Observation sheets with observation, dispositions, what next, etc	Child Portfolio/ Profile book sharing
In sync exercises program and recording	Child Star of the Session
Child voice tools-surveys, program leaf, Statement of Learning	Show and Tell Opportunities
Babies communication sheets	Parent and Child Term agenda
Staff Reflection Book	Literacy and Numeracy Indicators
Toileting, Feeding and sleeping charts (photographic evidence recording)	Technology- Text messages to parents, camera, smartboard, ipad, Facebook
CAMPING recording & observation sheets	Kindy Statement of Learning and Individual Learning Plan
EPOP- literacy data collection tool	
Speech and language screeners and programs	
Cycle of planning and observation on all children	
Learning Stories	
Negotiated Education Plan	

Reviewed August 2020 Next Review August 2022



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16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

ATTENDANCE POLICY

We believe that preschool provides a safe, success orientated and caring environment. We believe that children need to attend preschool regularly in order to participate fully and gain maximum benefit from preschool. Regular attendance enables children to access a comprehensive curriculum, enabling them to reach their full potential.

Early identification of, and intervention in, poor attendance is known to improve child and student learning outcomes. Children and students who have patterns of poor attendance are at risk, as they may not achieve their potential in educational and social development.

We believe that regular attendance at preschool results in the following:

- Familiarity and continuity prompts feelings of security within the preschool environment.
- Optimizing the opportunities for play activities, which enhance social emotional and cognitive development.
- Children understanding regular routines and safe play practice
- Children establishing and maintaining lasting and supportive friendships.
- Building of self-esteem and self-confidence in children.
- Children and families benefiting from established routines and patterns of attendance.
- Preparing children in accordance with expectations of schooling attendance requirements.

Children who are enrolled at preschool should attend.

Parents' responsibilities

- Children should attend for each day they are enrolled and sign them in and out daily.
- Parents caregivers are responsible for getting their children to and from preschool on time. Arriving late disrupts the learning experience of other children.
- Parents /caregivers are to notify the preschool if their child will be absent and discuss any difficulties in accessing preschool.
- Parents/caregivers to prompt notify the preschool if their regular arrangements change and notify who will deliver and pick up their child and the time. Notification is recorded on Authorised Pick up sheet and if this is a permanent change it will be recorded in the child's enrolment form.
- Parents/caregivers are responsible for keeping a sick child at home and notifying the preschool of the reason for the absence, particularly an infectious disease or infestation.

- Parents/caregivers to promptly notify the preschool of any changes to their emergency contact information.

Staff responsibilities

- Monitoring each child's attendance and note personal contacts with families.
- Following up absences when a child is absent for more than a few sessions.
- Encouraging regular attendance patterns through informal discussions, newsletters, issuing formal letters and networking between families if appropriate.
- Provide a relevant and dynamic learning program that seeks to engage all children and offers opportunity for success, thus encouraging regular attendance
- Contribute to the analysis of attendance trends and the development and implementation of preschool Improvement Plans
- Work with parents/caregivers and government agencies to support learners' regular attendance in the education program
- Make Mandatory Notifications as appropriate, document and store as per DFE procedures.

Recording Attendance Responsibilities of Waikerie Children's Centre

- Record accurate attendances and absences according to DFE using roll-books, parent signing sheets and the Early Years System.
- Record attendances for Childcare Commonwealth requirements.
- Follow Document Storage protocols.

SOURCED FROM:

National Quality Standard – 6.1
Regulation: 168 (2) (k)
Related Key Regulations: 160,161,162,177
DFE Early Years System
Commonwealth Childcare Requirements

Updated August 2020
Review due August 2022



Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

GUIDING CHILDREN'S BEHAVIOUR CODE

Rationale

Waikerie Children's Centre aims to provide a physically and psychologically safe learning environment which nurtures the child and provides a sense of belonging and self-worth. The National Quality Standards Quality Area 5 addresses relationships with children and this behaviour code highlights children's need to feel safe and secure while learning to get along with others and learning to live in society.

We believe that children have a right to express their feelings and to be supported to develop positive behaviours. Effective communication and learning occurs when families' viewpoints are considered and valued and educators can work together with them to develop common goals for a child's wellbeing, learning and development.

We believe it is important that children develop an understanding of what is acceptable and unacceptable behaviour. This understanding will help children develop self-discipline, a respect for others, and for property. We understand that children feel angry, frustrated and upset at times and need help to express their feelings appropriately. We know that children learn from experiences and not just the words that adults may use to describe them. It is our role to help them link the two together and learn how to control their emotions.

Children need to develop awareness of how their actions and behaviours impact on others and on others feelings. When children exhibit inappropriate behaviours this should be viewed as an indicator that the child is experiencing distress and there are associated triggers that they need guidance with. In this context, the child's whole environment should be considered including program, routines and interactions as well as circumstances at home and in the centre.

Implementation

- There should be open communication between parents and educators on a daily basis. With the help of the parents, educators will develop a broader understanding of the child's developmental level, the child's family, the parent's feelings, and any recent events which may be influencing the child's behaviour. In turn, educators should ensure that the parent is aware of the highs and lows of the child's day at the Centre.
- Educators will plan an environment that promotes a sense of belonging, being and becoming through a play-based curriculum providing for success, a sense of wellbeing, trust and security.
- Educators are encouraged to update their knowledge and skills regarding behaviour management techniques by reading widely, through group discussion, staff meetings, documenting behavioural concerns and through in-service training. Educators will follow the guidelines of the booklet "Protective Practices for staff in their interactions with children and young people", 2011.

- Exchange of information between educators and parents on the subject of behaviour management is encouraged both on an informal and more formal basis, such as parent interviews, communication books and through newsletters.
- Centre resources will be used to develop children's understanding of their own feelings and those of others. Keeping Children Safe material will be used to assist in this development as educators present the Child Protection Curriculum.
- Children are encouraged to be involved in developing behaviour expectations, goal setting, the development of group expectations and consequences.
- Use of visual cues to act as reminders and reinforcement of positive behaviours through specific verbal feedback.

Socialisation

Educators will encourage children to follow a few simple rules regarding the limits of acceptable behaviour. These should be explained and consistently applied and are as follows:

Children are encouraged to:-

- greet others when they arrive and depart from the Centre
- share toys and games
- tidy up after an activity is finished
- say 'please' and 'thankyou'
- say 'I'm sorry' or to act in a way that indicates a sense of empathy, for example giving a cuddle, after behaving in an unacceptable manner to another person
- wait their turn.
- respect the opinions of others
- participate
- use appropriate group skills such as listening, eye contact(if appropriate),hands up to speak
- safe play

All of the above expectations will be applied at a developmentally appropriate level for the children involved.

Aggression and the deliberate destruction of property are actively discouraged.

Children are encouraged to socialise with all other children at the Centre regardless of race, ethnicity, culture, age, gender, ability or any other reason.

Children are asked to be aware of their feelings and those of others and to acknowledge how their behaviour may impact on the feelings of others and themselves. Educators are to support and help children recognise these feelings through emotional literacy techniques and through the Child Protection Curriculum.

Mealtime etiquette

Children are encouraged to remain seated, to learn acceptable manners, such as politely asking for food to be passed to them, and cleaning up after themselves where age appropriate. Educators will sit with children during mealtimes and role-model this behaviour.

Behaviour Management

Educators will encourage appropriate behaviour by providing children with a role model and through their own appropriate actions.

Educators will ensure that their interactions reflect qualities of consistency, fairness, warmth and sensitivity.

Educators are not to show favouritism and work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, or culture.

Children are given positive guidance. This means that encouragement and appreciation are given as recognition of appropriate behaviour. Educators will use voice intonations, facial expressions and explanations to encourage desired behaviour. Positive behaviours will be encouraged by building on each child's strengths and achievements.

Educators will consider a child's level of development and match their expectations so that a positive approach to behaviour management is achieved..

Educators should solve problems with a child by establishing eye-contact in a non-threatening way and speaking firmly but not in a threatening way. Educators should support children to problem solve to help them reach a compromise.

Children will not be subject to, or threatened with, any form of corporal punishment or any humiliating or frightening techniques. Physical, verbal and emotional punishment is regarded as unacceptable and will not be permitted or justified as a behaviour management technique.

Children are provided with opportunities to practice positive behaviours through social play. Intentional teaching of appropriate behaviours, entering play, conflict discussions and play skills will be considered when necessary.

Children are supported to remove themselves from a situation that they can't manage positively or safely.

Behaviour that is not acceptable

Physical aggressive behaviour

Bullying

Swearing

Damaging Property or activities

Verbal abuse

Biting

Scaring others

Spitting

Endangering self or others

Non compliance to staff

Excluding others

Babies

Educators should be sensitive to baby's limitations, changing the situations according to their needs.

Should a babies' behaviour be inappropriate, educators should be ready to distract, guide, re-direct attention and interest and remove temptation. Their response should always be framed in a positive manner.

Educators should give lots of attention when babies are happy, talkative, playful, as well as when they are crying.

The environment should be structured in such a way so that educators minimise their use of the word 'no'.

Toddlers and Pre-schoolers

Educators should encourage children to be aware of the behavioural consequences of their actions. For example, they should be gently guided by comments such as 'if you do ... then.... will occur'. This should not be used in a negative connotation.

Staff should provide choices to help the child be a part of the decision-making process.

Educators should help children to solve any problems verbally. This verbal skill will empower the child and help them cope with difficult situations which require negotiation and problem-solving.

The child should never be accused of being unacceptable. Rather the behaviour of the child is deemed acceptable or unacceptable. That is, educators should distinguish the action from the child - the child is always respected.

Educators should acknowledge and accept a child's feelings of anger, frustration or jealousy. The feelings should be distinguished from what the child does about the feelings. Educators should talk about feelings and encourage the child to talk about them too. Educators should encourage children to understand that there is nothing wrong with feeling angry - it is the reaction to the anger, such as hitting, that is not acceptable. Educators need to be aware that some children are not able to listen if they are in a heightened emotional state and will need to use strategies to help them deal with their emotions first, before discussing their behaviour.

Children should be encouraged to become aware of their own physiological signs that tell them about their feelings, as an indicator of what may be the right action to take in various situations, for example, conflict situations.

Educators should comfort the child who hurt as well as the child who has been hurt.

Use of verbal directions is always preferred to physical intervention. It is not appropriate to make physical contact with a child or young person (eg pushing, grabbing, poking, pulling, blocking) in order to ensure they comply with directions. Staff working with preschool-age children must not hold a child against their will (eg on their laps, between their legs on the floor) to ensure attention at group time. Under no circumstances should staff engage in any form of conduct which might cause physical or emotional harm to children and young people.

Non physical intervention is the recognised means of managing the behaviour of children and young people. Where a problem with behaviour becomes apparent, non-physical interventions include:

- directing other children to move away from the situation
- talking with the individual child or young person (asking the child to stop the behaviour, and telling them what will happen if they don't stop). This may be followed up with talking with the child on their own and reflecting on the behaviour that has occurred. The conversations need to be age appropriate and guided by the educator.
- Directing the child to a safe place
- Sending for assistance from other educators, or in extreme cases, the police.

When we observe unsafe / unacceptable / aggressive behaviour occurring we will:

1. Remind the child of the right for people to be safe all the time at the centre
2. Give a warning
3. Offer the option of staying at the activity or play situation
4. Redirect the play or the child
5. Where inappropriate behaviour is persistent the educator may need to talk with the child on their own and help the child reflect on their behaviour. This will involve educators encouraging and modelling appropriate behaviour for the child to rehearse, that enable the child to participate more effectively in the group or play situation and be recognised for their success. The strategies may be called "time in" or "reflection time" away from the activity. This action should reflect the child's age in minutes with educator. Eg Child is aged 4, time with educator is 4 mins.

Inappropriate language

Babies and toddlers experiment with words and language; in cases of inappropriate language use, their language is redirected to other things around them.

For older children, who understand that they should not do it, swearing is the same as any other kind of misbehaviour. It is something children do because they are upset or unhappy, because they haven't realised that it is a word they should not use, or because they feel that they need to do it to impress their friends or peer group. Sometimes children swear and don't realise it is not OK unless someone explains to them why they should not do it. If a child swears, assess the situation first as there is usually a reason why the child is swearing.

Encourage children to talk through what has happened and develop solutions to work through the problem.

Children are taught to use appropriate language to express how they feel.

Educators are encouraged to model appropriate language behaviour.

If swearing becomes an ongoing problem, educators will talk with the parents in order to devise methods of dealing with swearing that are consistent between home and the Centre.

When Unacceptable Behaviours Continue

1. Staff Team develops a behaviour management strategy based on written observations and in consultation with the parents. The following guidelines will be used:
 - Staff will record instances/occurrences of unacceptable behaviours clearly indicating date, time, what happened, action taken and signature.

- Staff will meet to examine records of behaviours against developmental checklists and plan appropriate responses/strategies to ensure consistent relevant management.
- Reviews will be conducted regularly to assess behaviour modification and progress and reassess strategies.
- 2. If the unacceptable behaviour continues, the staff consult with the Centre Director, who will review the strategies, observations and any other relevant information and implement a revised behaviour management strategy if appropriate.
- 3. When unacceptable behaviours are persistently repeated that threaten the health and welfare of themselves, other children or staff, we will develop a behaviour modification plan for that child in consultation with the parents.
- 4. Referrals to appropriate support agencies may be required/recommended at the instigation of either the parents or the staff, this may include assessment by health or educational personnel and the development of a Negotiated Education Plan.
- 5. The Centre Director ensures the educators consistently implement the agreed strategies.
- 6. If all of the above have been enacted, there has been a genuine attempt to implement the agreed strategies, there is still no significant improvements, and there are safety considerations involved, then alternative arrangements for care may be considered by the Director.
- 7. The Governing Council will be informed with a comprehensive report of the processes implemented, should a child be excluded for unacceptable behaviour.

How can Parents can help support the Site Behaviour Code?

- Parents will be provided with clear guidelines about acceptable behaviours, involvement in determining appropriate strategies for dealing with poor behaviour, avenues of support for parenting skills as well as non-judgmental communication from educators.
- Parents/adults/visitors/volunteers will refer all behaviour issues to educators.
- Agencies (external governmental, departmental, community) that can support educators, parents and the child will be consulted as required.
- Parents will be notified by educators if there are any concerns.
- We support the right of any parents who believe our behaviour code is not being implemented appropriately and this can be managed through the grievance process.

Policy on weapons:

Toys are generally chosen by staff, which are of interest to the children, are not single use toys, have educational value, and are non-bias. Toy guns, swords and other threatening toys are not permitted at the Centre. Staff actively discourage the making of guns and other weapons such as swords, within the centre.

SOURCED FROM:

Child and Youth Health www.cyh.com
 Early Childhood Australia (ECA) Code of Ethics 2016
 Bullying and harassment at school brochure (DECD)
 National Quality Standards Regulations 155, 156
 Early Years Learning Framework

Updated August 2020
 Review due August 2022



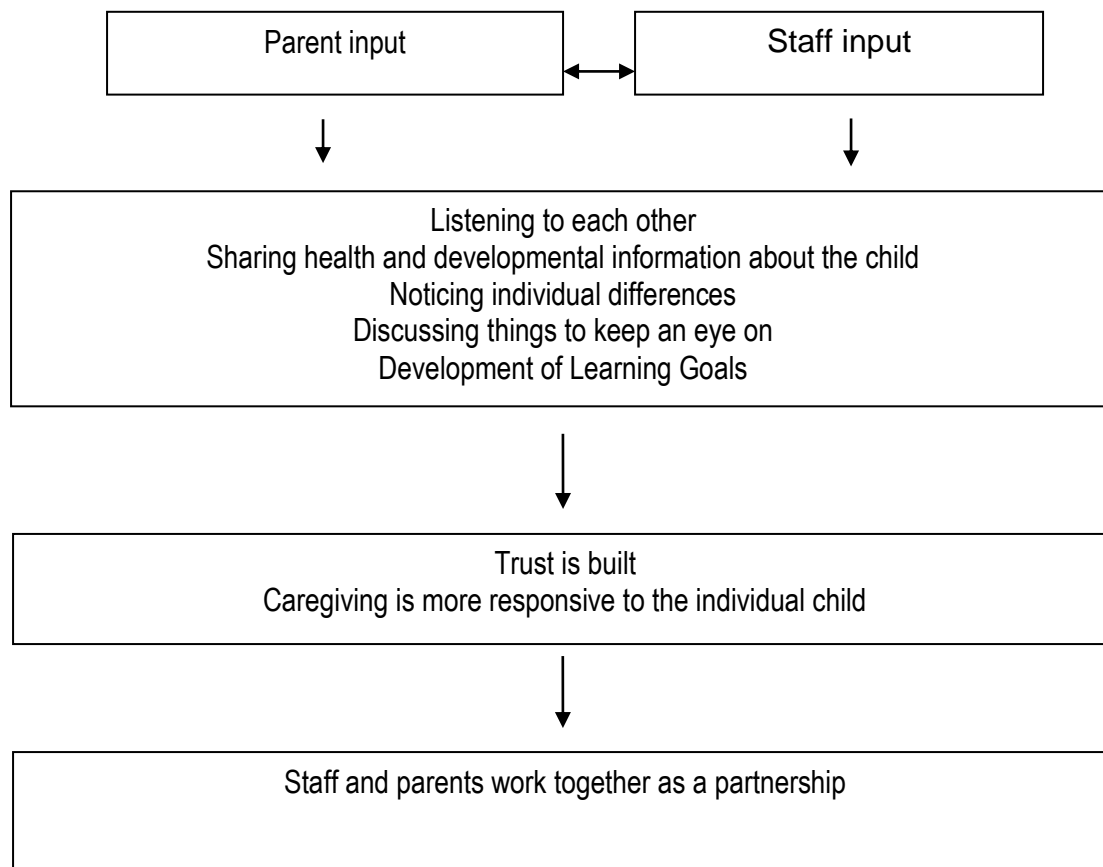
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16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

COMMUNICATION WITH PARENTS POLICY

Our centre actively encourages parents and staff to work in partnership towards optimal child development. To do this effectively we believe that a positive relationship between parents and staff is essential and that regular communication is the key to this relationship.

Partnerships are based on effective communication, which builds the foundations of understanding about each other's expectations and attitudes, and builds on the strength of each other's knowledge (Early Years Learning Framework, page 12; Framework for School Age Care, page 10).

The process for building a shared picture of children's development



The National Quality Standard Area 6 focuses on developing collaborative relationships with families using a variety of methods such as active communication, consultation and collaboration.

The Waikerie Children's Centre will strive to build continuous honest and two way communication that enables our families to feel connected with their children's experience in education and care and help them to develop trust and confidence in our service.

We support shared decision making with our families to enhance learning connections between home experiences and in the service, helping children to feel safe, secure and supported.

We offer our families a range of strategies to build and maintain relationships with them and recognise that some families may prefer one method over another.

While a variety of methods of communication are employed at our centre the following are available but are not exclusive:-

Face to face	Phone and Text service
EYLF Parent program sheets	Communication books
WCC Programming trees	Email
Enrolment updates	Newsletters
Questionnaires & surveys	Parent groups
Mobile phone snapshot texts	Governing Council
Special needs meetings about particular children	
Social occasions	Transition meetings
Term Calender	WCC Notice sheets
Feedback box	Interviews
Facebook site	Programming tools

All parents are able to ring the centre at any time to speak with a staff member caring for their child; in addition, parents may ring to make an appointment time for an extended chat either by phone or in person. If the concerned educator is not available, parents will be notified that the educator will be informed of their request and they will make contact as soon as possible.

SOURCED FROM

Government Department of Education, Employment and Workplace Relations
(2009), *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.
National Quality Standards
Quality Improvement and Accreditation System Principles 2.1; 2.2; 2.3; 3.2; 7.1; 7.3
Sharing a picture of your child's development; Australian Dairy Corporation



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16 Marks Tce
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SECURITY AND COLLECTION OF CHILDREN

Security and collection is a matter of great importance to the staff, as well as to a parent. If you sometimes arrange for another person to deliver or pick up your child, please make sure that the following procedures are clearly understood.

Childcare sessions: Monday to Friday 7:45am to 12:45pm 12:45pm to 5:45pm

Preschool sessions: Monday to Thursday 8:30am to 11:30am 12:15pm to 3:15pm

1. All parents/caregivers are to record daily times in and out, as well as signing the Attendance Register alongside your child's name. This is a requirement of the National Quality Framework and the Department of Human Services which provides Child Care Subsidies. During times where parents are restricted on site, educators will sign children in and out.
2. Let staff know when you are ready to leave when bringing in and collecting your child. For safety reasons parents and carers are asked to come into the rooms with the child to greet staff and provide support and care when needed.
3. Only authorised persons nominated on the enrolment form may collect your child, unless you have advised the office/staff beforehand. Additional people may be added to your child's enrolment form at any time and it is important that phone numbers of contacts are kept up to date. If staff are unfamiliar with pickup person then identification such as a Driver's Licence will be required. Your child will not be released to unauthorised people.
4. Please make sure as you enter and leave that the doors and gates are securely closed.
5. At collection time in the preschool room children will be participating in a group experience. Childcare children may be engaged in a variety of experiences. Both rooms require parents of carers to come into the rooms to collect the child and sign them out unless there are restrictions in place.
6. The Centre must be notified of any relevant issues (e.g. custody orders). These will need to be sighted and recorded by the Director. It must be noted however, that the Centre cannot legally withhold a child from either parent unless a court order has been presented. Staff will not hand over a child to a parent or adult who has been legally denied access. Staff will attempt to discourage the non-custodial parent from taking the child while another member will discretely call the police. At no time will staff put themselves in danger and they will be awaiting police arrival to deal with the issue where possible. Until and upon police arrival, staff will care for the child and contact the custodial parent.
7. Late collection of children: Parents are required to call the centre if they are going to be late. Children become distressed when parents are running late and it is important to their

wellbeing when we can reassure them. Extra fees may be charged as per our fee policy if children are not collected on time.

8. Waikerie Children's Centre is not licensed to stay open after 6.00pm. If a child has not been collected by this time and an authorised person cannot be contacted, the situation will be referred to Crisis Care or the Police.
8. A child will not be handed over by staff to anyone suspected of being under the influence of alcohol or drugs.

SOURCED FROM:

Early Years Learning Framework
National Quality Standards QA 2, 2011

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ARRIVAL AND DEPARTURE

On arrival we ask you to bring your child to a staff member in that child's area so that we can greet you. Please say "Goodbye" to your child even if this is difficult for you. It is important that your child knows that you are leaving and that you will return.

We are here to help you should you need help at separation time.

On arrival at the Centre please:

- ▢ Sign and record time of arrival in the attendance register in the childcare & preschool room. Preschool children will also use the interactive smartboard to register their name & a rollbook.
- ▢ Help your child to place their belongings in their locker.
- ▢ Leave a change of clothes and label all clothing.
- ▢ Hand any medication with pharmaceutical instructions to a staff member and sign the necessary forms.
- ▢ Make sure that all doors and gates are closed securely when entering or leaving.

On leaving the Centre please:

- ▢ Help your child collect their day's work and their belongings and any medication.
- ▢ Take your child to farewell a staff member
- ▢ Sign and record time of departure in the attendance register in the childcare room.

Preschool children will be farewelled at the end of the session by the teacher.

Signing of the Childcare Attendance Register is required by the Commonwealth Department of Human Services and failure to sign in and out will result in the withdrawal of Child Care Subsidies.

If you are going to be late collecting your child, PLEASE telephone the Centre. A late collection fee applies at the Director's discretion.



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Emergency procedures & plans

All children, parents and staff need to know what action should be taken in the event of an emergency at the centre.

Evacuation (CODE RED ALERT signal) and **Invacuation** (CODE BLACK ALERTI) Procedure Plans are **located on the wall/window next to the entrance doors** to every room in the Centre and staff must familiarise themselves with the steps to be taken. The occupant warning system will be used to trigger a verbal alarm. These are practiced regularly.

Toxic Emissions

- When alerted, check the source of the disaster
- Invacuation Procedure if needed. Activate Occupant Warning System
- Evacuate well away from the disaster (not downwind).
- Call the police: (Telephone Number 000)
- Await instructions of the officer in charge
- Notify DFE: (Telephone Number: 85952305)

Bomb Threat

- Call the police (Telephone Number 000)
- Evacuate to open area. Activate Occupant Warning System
- Wait for instruction from police
- Notify DFE: (Telephone Number: 85952305)

Flood

- At first warning tune to your radio or television.
- Be aware of previous flood heights.
- Activate Occupant Warning System
- If sufficient warning, send children home, provided it is safe and transport is available.
- Decide if centre will be open next day.
- Organise "buddy" system for children stranded by flood for accommodation during emergency.
- Activate pre-arranged plan for release of staff with homes or property in the flood prone areas.
- Arrange for removal of all floatable articles from centre grounds.
- Arrange for removal or stacking of desks, cupboards, audio visual equipment to a safe area, if possible.
- Arrange manning of phones to advise affected parents and for answering enquiries.

- Remain tuned to your radio or television until the flood threat has passed and follow any emergency instructions.
- Notify DFE: (Telephone Number: 85952305)

Siege / Hostage

- Confirm available facts by personal observation or by a second information source.
- Activate Occupant Warning System
- Contact police (Telephone Number 000)
- Evacuate – partially or totally.
- Assemble personnel with a direct knowledge of:
 - Events
 - Interior layout/topography
 - The hostage (s) or
 - The assailant(s)
 - Co-operate and assist police as necessary.

Storm/Cyclone/Strong Wind

- At first warnings tune to your radio or television. Activate Occupant Warning System
- Ensure everybody remains indoors.
- Secure doors, board or tape windows, store loose articles inside.
- Remain tuned to your radio or television until the cyclone has passed and follow any emergency instructions.
- Do not allow anybody to venture outside unless the area is free from debris and fallen power lines.
- Notify DFE: (Telephone Number: 85952305)
- If dangerous weather conditions arise with little warning, children must be kept at the centre and all possible measures taken for their safety.

Fire

- Check the source of the fire. Activate Occupant Warning System
- Evacuate partially or totally.
- Try to put out the fire, but only if it can be done safely. Do not endanger life.
- Call the fire brigade (Telephone Number 000)
- Await the instructions of the officer in charge.
- Keep everybody away from the fire, unless they are on the fire fighting team.
- Notify DFE: (Telephone Number: 85952305)

Earthquake

IF Indoors

- Activate Occupant Warning System
- Get everybody under desks and tables or a door frame.
- Ensure nobody leaves the building.

When tremor has subsided:

- Evacuate everybody clear of buildings, trees and power lines.



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- **Tune into radio and follow any emergency instructions.**
- **Ensure building is safe before allowing children to re-enter.(evacuation plan)**

IF Outdoors

- **Move everybody away from buildings, trees and power lines. Activate Occupant Warning System**

When tremor has subsided:

- **Tune into radio and follow any emergency instructions.**
 - **Ensure building is safe before allowing children to re-enter.**
 - **Notify the education department: (Telephone Number: 85952305)**
-



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ENVIRONMENTAL SUSTAINABILITY

Waikerie Children's Centre will make every effort to incorporate environmental principles and practices into our early childhood educational setting. It will protect the environment and promote sustainable actions within the centre itself; ensuring the health of children, parents and staff. Within the broader world environment the centre will do its part to safeguard a clean and healthy world and embrace a whole centre approach to sustainability resulting in the development of lifelong attitudes and practices.

CHILDREN

Children need a clean and healthy environment in which to grow and learn.

The children's program will include education about environmental sustainability

- Themes in relation to environmental protection **and awareness** will be included in the children's activity program and in the day to day operation of the centre.
- Children will be included in keeping our centre clean and healthy.
- Children will be encouraged to "reduce, reuse, recycle" and dispose of rubbish in an environmentally friendly way. Products will be **reused or** recycled wherever possible.
- We will endeavour to use environmentally friendly products wherever possible.

CURRICULUM

As reflected in our philosophy, our centre has pledged a strong commitment to the Early Years Learning Framework – Belonging, Being, Becoming.

We believe that keeping animals, practicing recycling, and caring for our gardens are an excellent means to support the development of our curriculum (The Early Years Learning Framework - BBB) which has a strong focus on the natural environment as being a valuable setting for play based learning. Some examples of the learning happening on a daily basis include:

The children are learning and taking responsibility in day to day care involving:

- | | |
|--|--|
| • feeding and watering – who eats what and how much | • essential hygiene practices – hand washing and wiping feet |
| • careful handling – being gentle and not hurting or scaring | • recycling paper and products- wastage, reuse, reduce |

Children are connected with and contribute to their world - Outcome 2, BBB.

Children have a strong sense of wellbeing - Outcome 3, BBB.

The children are learning about respect and empathy by:

- being kind and caring to the animals
- sharing and taking turns
- learning what the animals like and don't like
- giving consideration to what makes
- the animals feel safe
- caring for forestry and paper recycling

Children will have a strong sense of identity - Outcome 1, BBB.

Children are developing literacy and numeracy skills through:

- collecting, counting and weighing eggs
- cooking and following recipes
- following instructions
- asking and answering questions
- developing a wider specialised vocabulary
- developing conversation skills with adults and children
- taking photos and describing scenes
- Life cycles- growth of plants, time, animals

Children are confident and involved learners - Outcome 4, BBB.

Children are effective communicators - Outcome 5, BBB.

Children are developing their disposition for learning through:

- positive 'hands on' experiences
- following interests
- estimating, experimenting, problem solving, researching
- transferring and adapting what they have learned into different contexts

Children are confident and involved learners - Outcome 4, BBB.

Children are developing sound environmental understandings through:

- recycling food scraps and paper and reducing landfill waste as much as possible
- the reuse of paper into paper logs or animal housing
- being aware of and a part of plant life cycles and necessities for growth
- learning about the importance of insects, their housing and their impact on environment
- understanding basic climate changes and weather conditions
- learning about and engaging in responsible, sustainable practices
- encouraging families to become involved
- looking at food cycles e.g. scraps → eggs → cooking → eating → feeding scraps, etc

Children are connected with and contribute to their world - Outcome 2, BBB.

PARENTS/COMMUNITY

Information will be shared with parents about environmental protection and our program in the centre and how they can promote this at home.

- Parents will be encouraged to support the environmental friendly practices in the centre.
- Parents and the community will be encouraged to engage in recycling through the centre



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- Literature about environmental protection **and awareness** will be made available to parents from time to time.

STAFF

- Staff will encourage and practice environmental sustainability at all times and promote the practices that are used with language, demonstration and hands on learning.
- Staff will use environmentally friendly products at the centre where possible.
- Staff will support the centre to become involved in projects which promote environmental sustainability.
- Staff will engage in on-going learning about environmental sustainable practices and be supported.
- Staff will oversee the ongoing inclusion of sustainability based activities in line with the Early Years Learning Framework.
- Staff will support each other, children and families in sustainability practices.
- Staff will consider sustainability practices when undergoing risk assessments.
- Staff will promote achievements through displays, newsletters and to the wider community as opportunities arise.

MANAGEMENT

Management practices will support the centre to uphold society's concerns for environmental sustainability and encourage best practice.

SOURCED FROM:

Public and Environmental Health Act 1987 its regulations
Environmental Protection Act (SA) and regulations
DFE operational guidelines
Early Years Learning Framework

Updated August 2020
Review due August 2022



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EXCURSIONS Policy & Procedure

Rationale

An excursion is a planned activity in which children are taken from the Centre by an authorised supervisor for recreational and educational purposes. Excursions provide the opportunity to expand a child's experience, explore different environments and learn new activities. Children on excursions have a right to proper supervision and care for the full duration of the excursion. Authorisation to include children in short, local walks under staff supervision is included in the enrolment form and is renewed annual using the DFE proforma. Any excursion further from the Centre or involving transportation, will be planned in advance following a risk assessment, and a separate consent form will be sent home for parents/caregivers signature. Qualified staff and correct ratios will be present on all excursions and appropriate safety precautions are to be followed. Volunteers may be used for additional supervision.

Planning

An excursion must be planned and carried out, as to:-

- ensure that the National Quality Standards 2011 are met (refer to regulations 100-103).
- maximise children's developmental experiences and their safety.
- reflect the age, capability and interest of the children.
- be supervised according to staff/child ratios for excursions.
- have fully informed parental permission.
- Meet compliance with the DFE risk assessment
- Ensure that staff will specialised skills are present on the excursion (bilingual, life saving skills etc)
- Regular excursions need to be re-authorised by parents every 12 months using DFE ED170 CONSENT FORM FOR CAMP/EXCURSION.

Supervision

The supervision of children must be adequate to ensure the safety and well being of all the children, taking into account all risks and hazards likely to be encountered.

While walking staff members must be positioned so that one staff leads the whole group and another follows at the rear of the group.

Transport may be by bus or private vehicle, with appropriate seating restraints in place. One staff member will follow in a car as a backup vehicle.

Excursions need to consider any water hazards and any risks associated with water-based activities.

Parent Helpers will be supervised with educators at all time. Regular helpers will be required to hold an approved DCSI volunteer clearance.

Procedure

1. WRITTEN permission must be given by parents in order that any child can participate in an excursion, except where a parent has signed agreement on the enrolment form giving permission for routine excursions within the immediate locality. Supervision will be according to requirements and regulations.
2. Parents must be given at least 24 hours notice for any excursions. The following information should be included:-
 - Date of the excursion
 - Purpose of the outing
 - Itinerary and timetable i.e. destination, times of departure and return to centre
 - Contingency plan i.e. wet weather
 - Clothing/hats etc required for outings
 - Contact telephone numbers if applicable
 - Authorised supervisor will be provided with a mobile phone or use their own
 - Mode of transport
 - Activities to be carried out during excursion
 - Number of adults and their names accompanying and supervising the children
 - Numbers of children involved in excursion
 - All staff members accompanying the children have a current First Aid Certificate qualification.
3. A list of children participating on the excursion must be taken on the excursion by the educator and left at the centre with administration staff.
4. First aid supplies and children's individual medication is taken on every excursion.
5. Consideration will be given, by the educator, for the food, drink, shade and toileting requirements of the children while on the excursion.
6. Prior to the excursion staff will discuss the excursion with the children explaining purpose of the excursion, what the children can expect to see and do, possible hazards i.e. road safety, expectations of children's behaviour when away from the Centre.
7. Staff will evaluate supervisory practices after excursions to identify issues and improvement. All associated forms will be filed as per the DFE record keeping procedures.

Children Not Attending Excursions

Supervision will be provided at the Centre for any children not attending the excursion.

Checklist for Emergency Walking Bag:

First Aid kit	Child List	Emergency contacts for all attending
Medical plan & items	Adult list	Hats, tissues,
Spare Clothes	Water	Sunscreen
Plastic Bag	Gloves	Mobile Phone

Excursion Day:

Ensure weather conditions are appropriate for excursion.
Review Risk Assessment
Nominate educator in charge.
Ensure attendance records are correct and copied.

SOURCED FROM:

Early Years Learning Framework
National Quality Standards
DFE Policies

Updated August 2020

Review due August 2022



WAIKERIE CHILDREN'S CENTRE INC.

16 Marks Terrace, Waikerie
Ph. 85 412692 Fax 85 413126

www.waikeriecc.sa.edu.au

General information





Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

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Staffing



The Centre's most valuable resource is the staff team who have a range of qualifications and experience in working with you children. Staff are responsible for supporting the development of the whole child within the framework of the family and the community.

The required adult/child ratio will always be maintained.

Ongoing professional development for staff is actively encouraged, so regular relievers are employed whenever possible to provide continuity and stability for children, staff and families.

Site Role	Name
Director	Christina Ziegler
Assistant Director	Lisa Fechner
Preschool Teachers	Gilda Carter
	Corrin Bald
	Alison Wurst
Early Childhood educators	Joan Rogers
	Alicia Raggatt
	Amanda Tregenza
	Lynn Cronin
	Michelle Rankin
	Rachael Taylor
	Kay Brooke
	Sandra Hodson
	Rie Uchida
	Carole Walker
	Jessie Dolphin
	Bev Miller
Relievers	Bec, Wendy-Anne, Shelley, Kylie, Elysha, Ellah, Cody
Project Officer	Rhiannon Seres
Administration Officer	Kym Bannister
Finance Officer	Dona Karunaratne
Cook	Belinda Gay

Staff list at August 2020. Current staff team photos are displayed in the reception area.

Enrolling and settling in

We encourage all families wishing to enrol their child to visit the Centre. The Director or Staff member will show you around and explain all functions, routines and policies. You will have the opportunity to ask any questions and you are invited to spend time with your child in the Centre and meet the staff before your child starts care or pre-school.

It will help your child and the staff if you share your child's special routines, comforters, food, preferences etc. when enrolling.

The Centre must be informed when enrolling your child about any medical conditions, allergies, asthma, etc and the appropriate management strategies.

It is often an emotional strain for children and parents to adjust to a new environment and even if things appear to be going well, your child may feel uncertain for the first few days or weeks at the Centre and also very tired. It may help your child to settle in, if you can stay for a while, even if the time spend with us initially is short – although we understand this may not always be possible.

A settling pamphlet is available from the centre.



Programming – what will my child do at the centre?

Children will grow and learn best in a safe and caring environment. Staff will use the routines, planned activities and child initiated play as learning experiences. Staff will meet regularly to discuss and plan for each individual child and for their group. Developmental records are regularly updated for each child and staff will welcome the opportunity to share these with the child's parent/s.

Routines include times for group and, individual play, eating, sleeping, toileting and cleaning up.

Planned activities will include times for problem solving, creative and imaginative play, music, stories, physical activities etc.

We believe that children learn and develop skills best through play and staff will continually support and challenge children through interactions of the highest quality.

Young children are active learners who construct their own understanding and knowledge of the world. Play is an essential aspect of learning for young children and planning for play is a central component for the staff at our centre so that the curriculum we provide supports and extends children's Learning and development. We endeavour to do this by seeking initial information from parents and observing children at play, which in turn informs our teaching practice.

Our curriculum is based on our knowledge of children's developments as well as our curriculum document "EYLF" (Early Years Learning Framework)".

Every term we provide a termly overview for parents that is given to parents before the term starts. This agenda highlights the concepts that we will be focussing on every week and allows you the opportunity to talk about these concepts at home as a continuation of your child's learning. A weekly plan to ensure that the program reflects children's current interests, needs, and skill

acquisitions is also displayed in each main room.

We are committed to providing an environment that provides children with:

- Interactions which promote learning, caring relationships and a positive self-concept,
- Time for active exploration and manipulation of the environment,
- New and exciting challenges which foster children's development, with a variety of high quality materials and resources,
- An opportunity to choose and take control of their own learning,
- Continuity of experiences and flexible routines.

Intentional Teaching Groups for Children

During your child's time at preschool your child may be included in one or more intentional Teaching Groups. This smaller learning environment (3-5 children) enables staff to target specific areas and skill development for each individual child according to their specific need. These needs have been identified by staff through observations and or recommended by a Physiotherapist or Occupational Therapist or a Speech Pathologist. Records and observations are evaluated and a programme is developed based on your children's needs. Observation sheets and examples of work are dated and pasted into your child's Profile Book and reflect the development and progress throughout the preschool year. Your child may also be included in a group in a leadership role and to act as a role model for others.

Our records have shown that these small group situations have benefited each child in a positive way. Their skills, language and focus develop, as well as their ability to engage in more challenges and remain on task. Their self-confidence and self-esteem is enhanced and they are more willing to accept and select further challenges in their learning. If you have any queries or concerns and require more information, please do not hesitate and speak to a staff member.

Fine Motor Groups:

This group targets the child's ability to track and transfer visual information, while following instructions. They are taught the correct pencil grip and practice a variety of tracking and pre-literacy strokes to develop penmanship and control. Colours, shape recognition, patterning and recognising both literacy and numeracy are targeted. Cutting, threading and pasting are practiced in conjunction with spatial awareness, positional concepts and counting correspondingly. A wide variety of tools and tasks are used and these tasks usually focus on the child's interests.

Language groups:

These small groups focus on all areas of concepts, promote both receptive and expressive language and encourage effective communication skills. Children are exposed to stories, verbs, pronouns, ancillary words and sentence structure. Memory, sequencing events and classifying are also addressed. Children are given step by step instructions and learn to follow 3-4 Information Carrying Words and are encouraged to problem solve.

Speech groups:

Speech sessions follow a sequence of steps. These groups or 1:1 individual sessions focus on the child being able to discriminate and hear a specific sound. The next step is to practice the sound in isolation (by itself) before using words and conversations. Speech progress is monitored by the DFE or Community Health Speech Pathologists while they are still in childcare. Children achieve greater success when supported by their parents and encouraged to practice their program both at home and while in preschool.

Co ordination and Motor Planning Group (CAMPING)

This group concentrates mainly on gross motor skills such as balance, co ordination, upper and core body strength and flexibility. Movement and body planning and body awareness is targeted through fun physical tasks, games and exercise. This is conducted outside using the equipment that helps children plan and develop movement and strengths. Listening and following instructions and sensory activities are also included. Children may be selected for the CAMPING Group based on the observations from the In Sync daily exercises or therapists/specialists.

Wellbeing/ Identity Group

Children are included in small groups to listen and share information about stories relating to their feelings and begin associating these with situations and events in their own lives and relationships. Children are encouraged to develop empathy for others and to understand a wider range of emotions and virtues. They develop an understanding of their own social and emotional wellbeing and to contribute to the group and take on leadership roles. Subjects include rules, leadership, sharing, friendships, virtues and their own support network. They develop their own interdependence, resilience, problem solve and develop respect for their own ideas while appreciating differences in others.

Heavy Work Program in Childcare

In 2020 we are promoting a 20 minute heavy work program for children that focuses on developing their core strength, muscle memory, safe risk taking with links to helping them organise and calm their brains. The benefits to children are to develop their energy and awareness levels through proprioception (heavy work) activities.

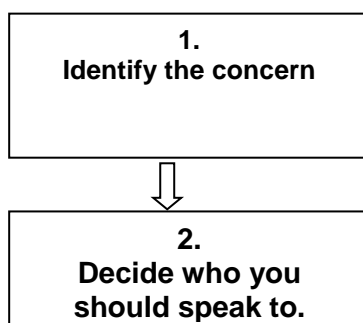
Celebrations



Celebrations are an important part of our communities, families and therefore children's lives. They promote a sense of belonging and positive self esteem and can be celebrated in a variety of ways. Food is often a focus of cultural and family celebrations and has enormous learning potential, but the Centre will always promote nutritious food and a healthy diet (see Nutrition and Healthy Food Policy March 2012).

Parent complaint policy and procedure

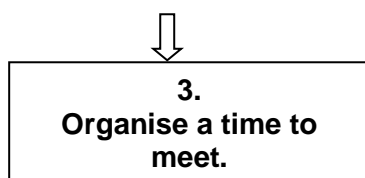
At Waikerie Children's Centre we promote open communication. We hope that you feel that you are able to approach us about any area of concern. Good relationships between home and the centre give our children a better chance of success. We also hope that you raise issues as soon as they arise rather than letting them build up. Below is the process that is followed for addressing grievances, also parents can be referred to the brochure "Parent guide to raising concern or complaint".



Your concern may be about:

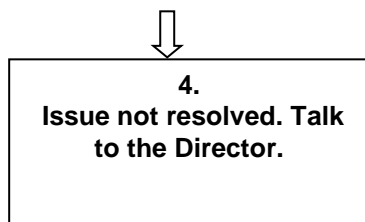
- Your child's behaviour
- centre policies
- Your child's progress and development
- Another parent or child
- Another centre related issue.
- Facilities

The usual procedures to be followed:



In the first instance talk to the person who knows about the situation

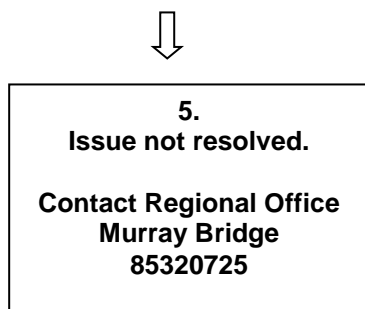
- Your child's educator
- The Director
- A Governing Councillor or the Chairperson



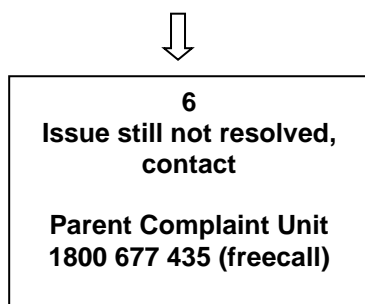
It always helps the situation if you are calm, controlled, cooperative and honest in your approach. If your behaviour does not meet these expectations you may be asked to come back at a more suitable time when you are able to discuss the issue rationally.

You should not approach other children directly.

There are times, when for a variety of reasons, you may feel that you are unable to talk to the person described as the first point of call. If this is the case, let the Director know. Where possible it is best to speak directly with the person concerned.



Your concern deserves time in order to be resolved. Let the person know about your concern with a note or telephone call. This means that they will be prepared and have all the necessary information. A time can then be made that suits you both. If, together, you are not able to sort out the problem, let the person know that you intend to speak to someone else.



Arrange a time to speak to the Director providing information that will make the meeting as useful as possible. It may be useful to document your concerns. Confidentiality will be maintained and we will document your concerns for record keeping procedures.

Mediators are available in some communities to assist in the resolution for some concerns, such as counsellors or social workers.

Advocates- support may be enlisted in specific areas about particular concerns, such as students with disabilities.

Support people may be enlisted to assist in the resolution of concerns or to debrief with the person or attend a meeting with another person.

CONFIDENTIALITY STATEMENT

It is important that your concerns are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is important to do this wisely.

When discussing the matter in the child's hearing, it is important that the child understands that you have confidence that the issue will be resolved confidentially, at the Centre level. Criticism of the Centre or staff does not support the child's education as it can undermine trust and confidence.

Similarly, staff will keep concerns that have been raised confidential and will not discuss the issue/s in front of children.

ROLES AND EXPECTATIONS

PARENTS/CHILDREN CAN EXPECT:

Safe learning environment
A balanced curriculum
Information about all aspects of children's education
Information about Centre policies and procedures
Opportunities to put their point of view and express opinions and concern
To be treated fairly and equitably
Opportunities to be involved and to participate in activities in the Centre
Clear accessible communication channels

THE CENTRE EXPECTS

Support for Centre policies and procedures such as Behaviour Management, Sun Safe and Health Policies.

Parents to treat staff with respect and listen to their point of view

Concerns will be raised at the Centre through the agreed people mentioned within this document.

If at the end of these meetings the problem is still not able to be resolved, you may contact the Regional Office in Murray Bridge. The Regional Office will need to know that attempts have been made to sort out the issue first using the process described above.

If you still feel the issue has not been resolved, contact the Parent Complaint Unit (1800 677 435) where support, advice and a review will be undertaken.

SOURCED FROM:

Raising and Resolving Concerns Brochure 2017

Parent Complaint Unit 2012

Waikerie Children's Centre Governing Council 2005, 2012

Education and Care Services Regulation 168(o)

Mandatory reporting

The staff at the Centre are mandated notifiers and are obliged by law to report any suspicions of child abuse and or neglect.

Child Protection

Our centre is committed to the safety and wellbeing of all children and young people accessing our service. We support the rights of the child and will act without hesitation to ensure a child safe environment is maintained at all times. We also support the rights and wellbeing of our staff and volunteers and encourage their active participation in building and maintaining a secure environment for all participants.

It is a requirement by law for all Staff to report any suspected cases of child abuse.

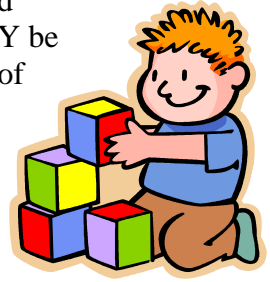
Concerns about a child or a young person that involves

- Physical injury
- Ongoing neglect
- Ongoing emotional abuse such as recurring exposure to domestic violence.
- Sexual abuse
- A child in the care of Families SA

Any staff member noticing suspicious marks or bruises on a child must notify the Department of Family and Community Services and Indigenous Affairs (FACSIA) if there are reasonable grounds that a child has been or is being abused or neglected. Child Abuse Report Line 131478.

Any staff member or person concerned for a child's safety is mandated to report their suspicions where documentation has occurred or has not occurred.

Confidentiality will be respected at all times. Throughout all phases of the child protection process, confidentiality will be maintained and the matter will ONLY be discussed with other professionals who are responsible for ensuring the safety of all children.



The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the Centre.

The fundamental professional responsibility of a caregiver to contact the Department of Family and Community Services and Indigenous Affairs (FACSIA) will take priority over the client / worker relationship considerations.

The Centre's main responsibility in this area is to ensure the safety of each and every child and support the children's right to feel safe and secure in their environment.

Providing feedback to parents

Assessment and monitoring is done by:

Recording and Observations: On commencement of a child's time at the centre we will gather information on their current levels of understanding and ability through observations, checklists and information from the family. Each child is regularly observed and notes taken in order to monitor progress and note interests and needs. This helps us make our curriculum meaningful and responsive to your child and to provide individualised programming that meets your child's needs.

Profile Books: We make a collection of work that your child does each term. This is not necessarily 'best' work, but samples. Samples may include photographs, pieces of work or learning snapshots. Profile books are kept at the centre and may be accessed by families at anytime. The completed portfolio will have a selection of work completed during the year and will be presented to the child when they leave the centre at a graduation ceremony usually at preschool.

Exit Summative Reports: At the end of your child's time in an area of the centre (babies or preschool) we will make an extensive report on your child's progress, interests and needs which focus on the Early Years Learning Framework Outcomes. This is valuable information for you and for your child's school if you are leaving the centre. Your signature on the report allows us to pass a copy on to the appropriate school or new site. A copy is kept at the centre and one is given to you.

We encourage and welcome your feedback about your child at any time. We are also happy to report to you informally at anytime. Please make an appointment to discuss issues with a member of staff.

Concerns about children's progress and individual needs.

Staff: Staff may observe that a child may benefit from intervention or assistance in an area of development (eg speech and language, motor skills, behaviour). The Director (or teacher as delegated) will discuss issues concerning your child and a recommendation for referral to DFE special support services, RCHS or other agencies for additional assessment or assistance may be suggested.

Parents: Parents who are concerned about any aspect of their child's development are welcome to make an appointment to discuss their concerns or to arrange referral for assessment and/ or assistance. Please be aware that staff will always come and talk to you about any concerns that we may have about your child.

Information about children: Information on children's needs and progress will be shared with all staff who are working with the child so that their work is effective. This information sharing is managed by the Director so that it is provided according to privacy and confidentiality requirements.

What did you do today?

Quite often we hear children say that they have been doing nothing at the centre when asked by their parents. Try these questions next time "tell me what was the best thing you did today? Tell me 3 great things you did today?, What songs or games did you play today?, What did you make in the thinking time today?"- some of the questions will help children to remember more specifically a situation to recall.

Other ways to find out what your child is doing at the centre is to look at the program board on each of the rooms or read the articles in the newsletter. The program is designed with your child's interests, needs and development and features activities that will help to strengthen and further development their skill.

Another way is to look through their profile book- sit down and ask your child to tell you what they have been doing and how they made their creation.

Use the focus board ideas that are listed on your agenda and ask your child what did you at the centre that had that specific concept. Eg What circle things did you make at kindy/childcare?



How do we report to you on the progress of your child during their time at the centre?

We are required by the Department For Education (DFE) and National Quality Standards to assess and report on children's development using the Early Years Learning Framework as a guide.

The following is a list of ways that we gather and share information with you and your child on their development and their time at the centre..

- * Work samples
- * 1:1 teaching sessions with your child
- * Speech/Language groups
- * Parent interviews
- * Sharing of resources & ideas for home
- * Governing Council reports
- * Newsletters
- * Phone text service

- * Enrolment data
- * Observations and notes taken regularly
- * Child Profile Books
- * Photos and displays
- * Group time observations
- * Informal conversations
- * Formal conversations/interviews
- * Referrals for further support
- * Direct questioning
- * Staff meetings

Policies

These policies are available in the Reception/Administration Area in a **RED FOLDER** for parents and visitors to read and they include (but are not limited to):

General Policies

Confidentiality
Environmental Protection
Priority of Access
Equal Opportunity
Occupational Health, Safety and Welfare
Volunteers
Grievance
Attendance

Management Policies

Access to the Centre
Accepting Referred Children
Authorisation to collect children
Enrolments
Family Contact
Fees and Fee Agreement
Financial Management
Grievances – Committee
 Parents
 Staff
Late Collection
Records
Visitors

Health and Safety Policies

Child Abuse and Neglect
Emergency and Accident
Environment
Exclusion Health and Hygiene
HIV, Aids and Hepatitis
Immunisation
Management of Unwell Children
Medication
Safety
Bullying
SunSmart
Contained Water
Hot weather Policy

Children's Program Policies

Children's Program
Equipment
Excursions
Guiding Children's Behaviour
Biting
Sleeping
Footwear



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GOVERNING COUNCIL

CONSIDERATIONS:

Philosophy	reflecting the community in which located.
Legislation	Associations Incorporation Act 1985 (SA) and its regulations; Association's written Constitution/Rules; Children's Services Act 1998 and Regulations (SA); Government funding guidelines (Cth); Quality Improvement and Accreditation System (Cth).
Children	need quality early childhood care and education.
Parents	need quality child care services, information about how the service is managed; input into management of the service.
Staff	need a competent employer; clear lines of communication with the employer; efficient administration processes in place.
Management	need clearly defined responsibilities; good team liaison with Director; defined decision making processes; an avenue for solving grievances; orientation into the management role and continuity of management.

POLICY STATEMENT:

The Waikerie Children's Centre Inc. will provide a quality early childhood care and education service and will operate according to all legal requirements. It will make every effort to reflect the special nature of the community and will encourage parent input and take into account parent/caregiver, children and educator needs in the operation of the service. The governing council will ensure that decisions are made in a proper way (in accordance with the constitution) and in the best interests of the service.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

- **The governing council will ensure that the organisation is properly constituted and that the requirements of the Association's Rules/Constitution are met.** Governing council members will be familiar with the Rules which will contain:
 - broad organisational goals (objectives);
 - requirements relating to membership, management structure, meetings, auditing, common seal, alteration of Rules, dissolution.

- the formal roles of the Chairperson, Secretary, Treasurer and Public Officer. The rules will not contain policy detail or other information that may require updating or changing regularly
- Members will be elected at an AGM in accordance with the Associations Rules/Constitution. It is anticipated that at least half of the outgoing governing council will be re-elected to ensure continuity of management.
- All new members of the governing council will be oriented into their roles and responsibilities as a governing council member. Returning governing council members will provide new members with ongoing support and encouragement
- Individual governing council roles are detailed in the Associations Rules/Constitution.
- **The governing council will ensure that all relevant guidelines, Acts and regulations are adhered to in the management of the service** (eg funding guidelines, Associations Rules/Constitution, Childcare Regulations, relevant Industrial Awards etc.)
- **The governing council as the licensee is responsible to the Department For Education (DFE) for ensuring that the nominee is meeting the conditions of licence.** These cover the design of the premises, minimum number of educators and their qualifications, number of children in care within various age groups etc. See National Quality Framework.
- Parents and educators will be kept informed about the governing council's membership, meetings and decisions and will be provided with opportunities for input into the management of the service.
- The governing council will ensure the philosophy statement reflects the needs and values of those people for whom the Centre exists eg. children, parents, staff and community. This will be done by evaluating the statement at least every two years. The governing council will also ensure the operation of the Centre is consistent with the philosophy statement.
- The Governing Council, parents, educators and community will have input into the site Quality Improvement Plan and its review process.
- Policies and procedures will be regularly reviewed to ensure they meet current needs. Adopted policies and procedures will be strictly followed by the governing council.
- **Decisions about the overall management of the Centre will be made at governing council meetings and in accordance with the Associations Rules/Constitution.** The best interests of the WCC will always take priority in determining decisions.
- **Governing council members who discover a conflict of interest in determining an outcome for the service should announce this at the governing council meeting and withdraw from further discussion or decision making in relation to that issue.** (Associations Incorporation Act 1985 (SA) Sections 31 and 32).
- A process of appeal will be included in parent, educator and governing council handbooks should anyone wish to question a decision of the governing council.
- Responsibility for the day to day management of the service is delegated to the Director. Any matters that the Director is not confident in resolving or determines to be of a significant nature, will be brought to the attention of the governing council for discussion as soon as possible. Where urgent decisions need to be made at short notice an executive decision may be made by phoning a quorum of members or using email correspondence of the governing council (including at least one executive member) and in accordance with the Association Rules/Constitution.
- The Director will be a member of the management governing council. At these meetings the Director will present a progress report including any concerns or different aspects of care and provide information to assist the governing council in its decision

making tasks. The progress of the Quality Improvement Plan will be highlighted in the report.

- A staff representative will be a member of the management governing council. The role of this member will be to provide a staff perspective, raise issues decided at staff meetings on behalf of the staff body and feedback information if requested by the governing council to other staff members at staff meetings. Once a decision has been made and consensus reached, within either a Staff or Governing Council Meeting the staff representative is obliged to report the information to others as it stands, regardless of her/his personal views. This member will be equally bound by the rules of confidentiality that applies to all members.
- Communication between the governing council and staff in relation to their work or the operation of the service will be via the Director and/or Staff Representative. Governing council members will only have direct contact with other staff members while at the Centre:
 - as a parent in relation to their child's participation at the Centre;
 - at social functions;
 - whilst accompanied by the Director.
- Governing council members will have due regard for the harmonious operation of the Centre when requesting access to the Centre's resources, records etc for the purpose of fulfilling their governing council responsibilities. All requests for access will be made through the Director who will determine a mutually convenient time. The Centre policy on "Confidentiality" will be strictly observed.
- **Confidentiality will be maintained at all levels by all governing council members.**
- **Governing council meetings will be held in accordance with the Association's Rules/Constitution. All members of the "Association" are welcome to attend "open" meetings, which will be held from time to time. The minutes of open meetings are available to members of the "Association" and are to be displayed publicly.**
- **Much of the work of the governing council will be achieved through sub-committees. Membership of sub-committees will be open to all members of the "Association". Invited professionals may be invited to address particular issues or to have short-term membership for a particular period. Parents will be actively encouraged to participate. Sub-committees can make recommendations to the governing council for their endorsement. Sub-committees cannot make decisions or act on behalf of the service.**
- **Governing council members will be asked to identify any areas where they may need training or resources to enhance their skills and participation in governing council tasks. The governing council may consider making an annual allowance in the Centre's budget provisions for governing council training.**
- **All governing council members should be aware of the grievance policy and should conflict arise the grievance procedure should be set in place and all steps adhered to. Where parties cannot resolve issues they will stand down. Matters must not be left unresolved for longer than 2 months.**

SOURCED FROM

Associations Incorporation Act 1985 & Children Services Act 1998
& Quality Improvement & Accreditation System 2005
Department For Education
National Quality Framework



Waikerie Children's Centre
16 Marks Tce
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Ph: 8541 2692 Fax: 8541 3126

INFECTION AND EXCLUSION POLICY

Rationale

Infections are common in children and often lead to illness. Spending time in a children's centre and being exposed to a large number of children, provides an opportunity for infectious diseases to be spread. It is not possible to prevent the spread of all infections and illness within children's centres. However, many illnesses from infectious disease can be prevented. The spread of certain infectious diseases can be reduced by excluding a person who is known to be infectious, from contact with others who are at risk of catching the infection.

We ask parents to respect the rights of other children by keeping their children home when unwell.

The Centre follows the guidelines set out in the publication of "*Staying Healthy in Child Care-Preventing Infectious Diseases in Child Care- 5th Edition*", Australian Government National Health and Medical Research Council. A fact sheet outlining the recommended minimum exclusion periods for specific infectious conditions for schools, preschools and child care centres is available for parents to view. A copy of information outlining the exclusion periods for more common infectious conditions is included in the parent handbook or a full copy can be accessed at <http://www.nhmrc.gov.au/guidelines/publications>

In the case of communicable diseases, a notice will be displayed on the communication board to inform parents and caregivers of what diseases we have been informed of within then centre.

Children and adults who have a contagious illness will not be accepted at the Centre and cannot return until the advised exclusion period is over – (refer to the Recommended minimum exclusion periods for infectious conditions for schools, preschools and child care centres).

When a child becomes ill at the Centre, the parents or emergency contact person(s) will be contacted to advise them of the child's illness and the need to collect them from the Centre. Every attempt is made to cater for the child's needs until the child can be collected. Emergency contact details for each child should be kept up to date to ensure child can be collected and cared for when parent is not available or cannot be contacted.

If an infectious child is not collected by a parent or emergency contact person(s) immediately, and in view of the visual signs of the illness, the staff may consider seeking further medical attention via an ambulance.

SOURCED FROM:

NHMRC: Staying Healthy in Child Care-Preventing Infectious Diseases in Child Care 5th edition (2013)
National Quality Framework

Updated August 2020

Review due August 2022

ILLNESS AND IMMUNISATION

If a child is sick and unable to attend Pre-School or Child Care parents are asked to telephone the Centre and inform them about their child's illness.

All children are required to be immunised. As of August 7th 2020, the No Jab, No Play Legislation began meaning that children cannot attend the centre if we do not have a record of their current immunisation or an approved Exemption Notice from the Chief Public Health Officer. Various exempt conditions apply and can be accessed further on the SA Health website.

QUICK REFERENCE GUIDE TO COMMON INFECTIONS & DISEASE

INFECTION/DISEASE	PERIOD OF EXCLUSION FROM CENTRE
Vomiting	Until there has been no vomiting for 24 hours
Diarrhoea	Until there has been no loose bowel motion for 24 hours
High Temperature	Not accepted at Centre with high temperature
Headlice	Until effective treatment has been given
Conjunctivitis (Viral & Bacterial)	Until discharge from eyes has stopped
Cold Sores	Until sores have dried
Hand, Foot & Mouth	Until all blisters have dried
Chicken Pox	Until all blisters have dried

Details about specific contagious illness will be displayed on notice boards if any child in the Centre contracts such a disease.



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NUTRITION & HEALTHY FOOD POLICY

Rationale

Waikerie Children's Centre aims to provide children with food and drink that is safe, varied, nutritious and culturally diverse.

Good nutrition is of vital importance to young children. It helps them to grow, develop and maintain healthy bodies. Children's centres can contribute to the development of good eating habits by providing a variety of foods for children to taste and enjoy. These foods often become the basis for lifetime food choices. The Dietary Guidelines for Children and Adolescents recommend that children eat a wide variety of nutritious foods, and that care is taken with children's food so that it is safe and hygienic.

For children in long day care, the food provided by the centre makes a significant contribution to their overall intake of energy, vitamins, and minerals. It is recommended that in each full day of care, each child is provided with at least 50% of their recommended daily intake for key nutrients and that these foods are based on the Dietary Guidelines for Children and Adolescents and the guidelines of Nutritional Australia.

Our preschool service follows these guidelines but also promotes safe, healthy eating habits in line with the Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools and relates to the DFE wellbeing strategy.

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

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Scheduled meals for childcare are:

- Morning Fruit
- Lunch
- Afternoon Snack
- Late Snack

Scheduled meals for preschool children are:

- Lunch

Preschool children also have a healthy morning and afternoon snack that is provided by parents in a sealed lunchbox.

Food supply for children using the preschool service (SNACK TIME)

Within our preschool program we:

- encourage healthy food and drink choices for children in line with the Right Bite strategy
- ensure a healthy food supply for preschool activities and events in line with the Right Bite strategy

The following guidelines are for families that bring food from home for preschool children:

Parents and carers are encouraged to supply fresh fruit and vegetables at fruit time to:

- Provide children with important minerals and vitamins
- Encourage a taste for healthy foods.
- Provide water only
- Encourage chewing which promotes oral muscle development
- Plain custards and cheese are also acceptable.
- Use the fridge provided when necessary

FOODS UNSUITABLE FOR PRESCHOOL FRUIT TIME: include packaged and processed foods (including rollups, muesli bars etc), cakes, sweets, flavoured custards or any product containing traces of nut.

Due to the risk of young children accessing other children's bags and due to some children having severe allergies, **it is strictly prohibited to bring any type of food (fresh, packaged, home-made or purchased) into the childcare rooms.** Children in childcare who are using the preschool service at different times throughout the day are able to store their food in the preschool room fridge. The only exception to this policy is in the provision of breastmilk / infant formula for babies, which must be provided by parents/caregivers.

Donation of any type of food to the Waikerie Children's Centre needs to be discussed with the Director or Cook before being brought to the Front Desk.

Waikerie Children's Centre will use the following guidelines to plan the menu and other food provision practices:

- Food provided is consistent with the Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003) AND Nutritional Australia Guidelines.
- Compliance with Area 2 of National Quality Standard-'Children's Health and Safety'- A centre providing good quality care will

ensure written nutrition, health and safety policies are available to staff and parents.

- Complies with DFE regulations
- Menus aim to provide at least 50% of the recommended dietary intake for key nutrients for children, and will be reviewed every 6 months.
- Food provided is developmentally appropriate for children and encourages independent eating.
- Tap water is the main drink and is available at all times.
- Food provided takes into account special dietary needs.
- Guidelines on feeding children up to 12 months old are available.
- Food linked with a high risk of choking is minimised.
- Food is provided in a safe and hygienic manner.
- Staff will receive training in nutrition and food safety and food handling.
- Additional food is available to children who are hungry.
- Guidelines for foods for special occasions eg: birthdays, celebrations, theme days and fundraising are as follows:

Special Occasions

Waikerie Children's Centre will adhere to the following guidelines when celebrating special occasions at the Centre.

Given our current climate of childhood obesity it is timely that the Centre formulates a policy on food focussed activities. This endeavour is not to reduce the importance of the occasion but rather serves to enhance celebration through alternate activities.

Guidelines for the provision of food for Special Occasions:

- Food will not be the focus for Special Occasions.
- Birthdays will be celebrated using a variety of non-food activities (eg placemat, special hat etc)
- Easter will be celebrated without the provision of chocolate Easter Eggs to children. Alternative activities will be provided.
- Christmas will be celebrated in various ways without focussing on the provision of food.
- Specific Cultural events will be recognised through non-food activities.

Educators and Food

Waikerie Children's Centre Educators are free to make their own food choices when not in children's company. However, they will be required to model good food choices and behaviours when with children. Educators are to be aware of the medical conditions and allergies of each other when eating in the staff room and use good hand washing procedures before returning to work.

Mealtimes and the eating environment

Waikerie Children's Centre aims to provide a safe, supportive and social environment in which children can enjoy eating.
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Mealtimes and the eating environment play a large role in the nutrition outcomes of children. It helps children:

- to learn and form good food habits which become eating habits for life
- to learn a positive attitude about food
- to try a variety of foods, and
- to learn family and community values and culturally inclusive perspectives.

When planning the Centre's mealtimes, consideration is also given to food safety as well as educator role modelling and family and cultural values and practices.

Waikerie Children's Centre will use the following strategies to provide a safe, supportive and social environment in which children can enjoy eating.

- Promote and encourage correct hand washing procedures with educators and children.
- Children will be supervised whilst eating at all times.
- Educators will sit with children and, where possible, eat and enjoy the same food.
- Educators will promote a positive, relaxed, social eating environment with children.
- Educators will promote positive discussion about the foods being served to children.
- Food will not be used as a punishment or reward, whether by its provision or denial.
- Educators will provide positive encouragement and role modelling.
- The food preferences of the children will be respected and menus will be adapted.
- Cultural food events and practices are celebrated.
- Educators discuss food from a variety of cultures.
- Educators talk about health and nutrition.
- Educators encourage self-help and, where necessary, assist children at mealtimes.
- Precautions to prevent and treat choking are known by all educators and implemented. Please refer to the factsheet "Preventing choking on food" that is attached to this policy. Children will be seated and supervised and food offered will be grated or chopped finely to prevent choking.

Links to the National Quality Standards Area 2: Children's Health and Safety focuses on safeguarding and promoting children's health and safety.

Element 2.2: Healthy eating and physical activity are embedded in the program for children.

Element 2.2.1: Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Families and Nutrition

Waikerie Children's Centre aims to communicate effectively with parents, carers and families about their child's food and nutrition.

The foods children are eating and how much food is eaten is of interest and sometimes concern for families. Educators are in a good position to provide parents/carers with general information about children's nutrition, or to identify and discuss issues that may benefit from referring the parent and child to a health professional (such as a GP, Paediatrician or Dietitian-Nutritionist) for further assessment and advice.

Waikerie Children's Centre will use the following strategies to communicate effectively with parents, carers and families about their child's food and nutrition.

- The weekly menu is displayed and published online, outlining the food and drinks to be provided daily, including snacks.
- Families' opinions are considered when planning the menu.
- Details of foods and serves eaten are provided to parents as appropriate (eg daily for parents of babies and younger children).
- Nutrition information is accessible to families, in appropriate languages where possible.
- Families receive information about the centre's food and nutrition policy prior to enrolment.
- Families have access to menus and recipes via newsletter and at anytime.
- Food intake by children will be recorded daily for parents.
- A positive relationship is encouraged with the centre's cook

Links to National Quality Standards Area 6: Collaborative partnerships with families and community focuses on developing relationships through communication, consultation and collaboration to achieve quality outcomes for children.

Element 6.1.1: There is an effective enrolment and orientation process for families.

Element 6.1.2: Families have opportunities to be involved in the service and contribute to service decisions

Element 6.2.1: The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

SOURCED FROM:

Dietary Guidelines for Children and Adolescents in Australia, NHMRC, 2003.

Australian Government Guidelines Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood.

Nutritional Australia

National Quality Standards

Curriculum

Waikerie Children's Centre aims to teach children about food and nutrition.

Studies have shown that day care contributes to children's learning, behavioural development and school achievement.² Teaching children about food and nutrition makes an important contribution to lifetime food habits, to learning and to a healthy society.

Food and talking about food and good nutrition is a tool to develop:

- Literacy and numeracy skills (through eg: food stories, 'reading' recipes and packets, cooking, food songs)
- Fine and gross motor skills (through food preparation eg: shredding lettuce, cutting pastry, kneading, cooking and gardening)
- Social skills (eg: eating together, dramatic play such as 'shopping', feeding toys, food puppets, sharing food and cooking)
- Awareness of other cultures (eg: theme days, stories, recipes, food implements)
- Cognitive skills (eg: food related excursions, food in science, food cycles; food and the environment and gardening).

As children learn best through experiences, learning about food can be incorporated into many areas of the curriculum.

The Waikerie Children's Centre will use the following strategies to teach children about food and nutrition.

- Nutrition activities will be included in planned curriculum and spontaneous programming.
- Food activities will be sourced from a variety of cultures.
- Mealtimes will be treated as an opportunity for social learning.
- Children will be provided with practical food preparation experiences.
- Food safety and risk assessments will be discussed with children.
- Children will be taught mealtime behaviour such as appropriate social etiquettes, serving and clearing.
- The Centre's menu will be linked to programmed activities.

Links to the National Quality Standard Area 1: Educational program and practice focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Standard 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Within the standards lie elements that are used to ensure that children are learning about healthy food, lifestyle and nutrition.

SOURCED FROM:

² Zortich B, Roberts I, Oakley A (2003), Day Care for Pre-school Children, The Cochrane Library, Issue2, Oxford: Update Software Ltd

Other dietary considerations

Guidelines for procedures on special diets

In terms of special diets in childcare and preschool, the following indicators are required to meet NQS requirements for Quality Area 2: Element 2.2.1.

Indicators of meeting the standards of care:

- Children with special dietary needs have adequate and appropriate food provided either by the Centre or by the children's families.
- Where a child has special dietary needs for health or religious reasons, the Centre seeks detailed information for families and evidence of advice from an appropriate health professional.

Furthermore, DFE have a '**Health Support Planning Process**' recommended for schools, preschools and child care centres. The process recommends four steps.

- **Step 1: Before enrolment:** provision of general information to families and a supportive environment for children and students
- **Step 2: When a need is identified:** collection of individual health care information (and agreement about interim measures).
- **Step 3: The planning process:** negotiation of an individual health support plan.
- **Step 4: Monitoring and review:** ensuring health support plans are current and effective.

- As part of **Step 2**, DFE recommends the Centre asks the parent or guardian to provide written information from a medical professional (and if necessary, an emergency plan) for children

with special health needs. The care plan should document recommended emergency and routine health and personal care support for the child. For example, information about:

- *predictable emergency first aid associated with, for example, anaphylaxis (severe, life threatening allergy) or diabetes*
- *routine supervision for health care safety, such as supervision or medication*
- *personal care, including eating and drinking provisions.*
- Information about medical conditions (such as asthma, epilepsy and incontinence) must be provided by a doctor or, in some cases, a clinical nurse consultant working under the direction of a doctor.
- A therapist (for example, a Dietitian or a Speech Pathologist) will usually document information about therapeutic care such as special diet information and mealtime assistance.

See 'Health Support Planning for Schools, Preschools and Childcare Centres at the following website address: www.chess.sa.edu.au/

The following procedure, goals and strategies have been formulated in line with the NQS and DFE guidelines above.

Special Diets

When a parent or carer requests that special dietary needs be catered for their child the following steps will be taken:

- Families will be informed about what dietary support can be provided before enrolment.
- The ability of the centre to cater for any special dietary needs will be at the centre's discretion. In some instances parents/carers may be asked to provide some/all of the food required for their child. Further discussion and negotiation may be required between the centre and the parents/carers, and should be mediated on a case by case basis to ensure that wherever possible their specific needs are accommodated. Where this is not possible, all other options will be explored to ensure they are not unfairly disadvantaged.
- If the child has individual dietary needs, the parent or carer will be asked to provide a **health care plan**, written by a relevant health professional eg: Doctor, Paediatrician, Specialist, and Dietitian. The care plan should include information (provided by a Doctor/Paediatrician/Specialist) about medical conditions and any recommended emergency procedures, as well as information and nutrition intervention required (provided by a Dietitian), so that the centre cook can accurately cater for the special dietary needs.
- Special diets for cultural, health preferences or religious reasons will be discussed and negotiated with parents/carers to the best of the centre's ability. A "Special Diet" form, obtainable on enrolment, must be completed before commencing care.

- The health and safety of the child is foremost and any concerns about the child's dietary intake will be discussed with parents/carers.

When a parent or carer suspects that a child has a food allergy or food sensitivity (food intolerance) the following steps will be taken:

- A food allergy should be confirmed by a specialist (eg Paediatrician or Immunologist) or a General Practitioner. A food intolerance should be confirmed by a Paediatrician, Immunologist or Dietitian. The specialist should provide detailed information about the allergy or sensitivity and details of any emergency procedure required.
- A Dietitian's input is strongly recommended. A Dietitian can provide information about foods that may be eaten and foods to avoid for the period of time that the special diet is needed. Parents or carers are to obtain detailed written information on the diet from a Dietitian. Either a "Modified Diet Care Plan" or "Special Diet" form, both obtainable from the Centre, must be completed and returned prior to the child commencing care.
- Negotiate with parents what food they are prepared to provide for their child while the child is on a special diet, and what the Centre will provide. Parents have a role to keep staff informed of any dietary changes.
- Check how long the child will be on the special diet.
- Regularly check with the parents to see if the child still requires the special diet. Review of a Special Diet will occur every 6 months with forms reissued to parents for any updates.
- Dietary restrictions for children with true food allergies must be taken seriously as ingestion of allergenic foods can be life threatening.
- Waikerie Children's Centre is a nut-free Centre.
- All staff will be informed of any emergency procedure necessary for the child, and display this procedure when appropriate.

Parents or staff can be directed to obtain further information about the management of food allergy or food sensitivity.

- Nutrition Department (Children, Youth and Women's Health Service) Phone: (08) 8161 7233
- Community or private Dietitian/Nutritionist
- Local Doctor
- Allergy specialist eg: Immunologist or Paediatrician
- Royal Prince Alfred Hospital Allergy Unit. Phone (02) 9515-8244
Email: allergy@email.cs.nsw.gov.au

Other dietary considerations

Guidelines for procedures on infant feeding

Adopting the following guidelines means our centre will be using best nutritional and food safety practices and advice as outlined by:

- Dietary Guidelines for Children and Adolescents in Australia (National Health & Medical Research Council, 2003).
- Infant Feeding Guidelines for health Workers (National Health & Medical Research Council, 2003).
(NB Both of the above references are incorporated in the one document at:
<http://www7.health.gov.au/nhmrc/publications/files/n34.pdf>
- Child and Youth Health www.cyh.com
- Australian Breastfeeding Association www.breastfeeding.asn.au
- Feeding and nutrition of Infants and Young Children (World Health Organisation, 2000).

Waikerie Children's Centre actively supports breast feeding mothers to comfortably feed their infant on the sofa in the Nursery. Waikerie Children's Centre supports the provision of breast milk to infants and will follow the recommended procedures for storing, thawing and warming of breast milk and infant formula.

Storing Breast milk

- Expressed breast milk (into a clean sterile container) should be name and date labelled (date of expression) and refrigerated at 4°C or lower at the back of the fridge where it is coldest. Breast milk that will not be used within two days should be frozen.
- **Tips for parents:** Breast milk should be transported to child care in an esky with a freezer brick, and placed immediately in the back of the refrigerator upon arrival (or in the freezer if still frozen and to remain so).

Frozen Breast milk

- Frozen breast milk can be kept for 2 weeks in the freezer compartment of a one door refrigerator, or 3 months in a freezer section of a fridge with separate door.
- If some milk has thawed it should be used within 24 hours. Do not refreeze it.
- **Tips for parents:** Breast milk should be transported to child care in an esky with a freezer brick, and placed immediately in the back of the refrigerator upon arrival (or in the freezer if still frozen and to remain so).

Thawing frozen Breast milk

- Breast milk can be thawed in the fridge or at room temperature in a warm water bath.
- Breast milk that has been thawed in the fridge but not warmed should be used within 24 hours, and should not be refrozen.
- Breast milk that has been thawed outside the fridge in warm water can be used immediately, or stored in the fridge for up to 4 hours

Warming Breast milk

- Breast milk should NEVER be microwaved. It destroys the immunological properties in the breast milk.
- Breast milk that has been thawed outside the fridge in warm water can be used immediately, or stored in the fridge for up to 4 hours.
- If the baby has begun feeding, any unused breast milk should be discarded.

Storing Infant Formula

- Infant formula should be name and date labelled and stored immediately in the centre at the back part of the fridge where it is coldest (not in the fridge door where it is warmer).
- Discard the contents of *partially used* bottles after 1 hour. Reusing half empty bottles is risky once they have been heated and sucked on.
- Throw out any *unused* formula after 24 hours
- **Tips for parents:** the safest way to transport formula is to take the cooled, boiled water and the powdered formula in separate containers and mix them when needed. When it is necessary to transport prepared formula (or expressed breast milk) it must be icy cold when leaving home and be carried in an insulated pack to keep it cold.

Warming Infant Formula

- Microwaving infant formula is not recommended by the NHMRC for safety reasons; they do not heat the milk evenly and may create hot spots in the milk, which could burn the baby's mouth.
- Bottle warmers can be used, but they must have a thermostat control. Bottles should only be warmed in this way for *less than 10 minutes*.
- Waikerie Children's Centre will not warm either breast milk or infant formula in a microwave, bottle warmers only will be used.

Recommended schedule for introducing solids

As part of the nutrition and health policy the Waikerie Children's Centre's menu will follow the recommended schedule for introducing solids. These are guidelines only and will be discussed with parents considering the child's needs.

Menu development guide	
Age and Texture	Suitable Foods
Birth – 6 months	<ul style="list-style-type: none"> • Breast milk/infant formula provides all the nutrition a baby needs for about the first 6 months of life
'First tastes' 6 months to 7 months (If needed earlier, can offer solids between 4-6 months, but NOT BEFORE 4 months)	<ul style="list-style-type: none"> • Breast milk/infant formula • Introduce first solids: <ul style="list-style-type: none"> - First introduce baby rice cereal (iron enriched) - Then fruits and vegetables - Then pureed, well-cooked lean meat, poultry and *fish, 'Baby' Yoghurts and *custard. <p>*Cow's milk in small amounts in the preparation</p>

Smooth and pureed foods.	of foods
<p>'Learning to chew and self-feeder'</p> <p>Mashed or chopped food progressing to finger food</p>	<ul style="list-style-type: none"> • Breast milk/infant formula as the main drink • Fruits, vegetables and legumes • Well-cooked lean meat, poultry and *fish. • *Yoghurt with soft lumps, *custard, *cheeses. • Other cereals (eg: wheat, oats), bread, pasta • *Eggs – (well cooked)
<p>'Centre menu with some changes'</p> <p>1-2 years</p>	<p>Offer a wide variety of foods from the centre menu, some changes in texture or flavour may be needed. Use the <u>Nutrition Checklist</u> as a guide to food variety but quantities may differ to younger age groups</p> <ul style="list-style-type: none"> • Breast milk and/or full cream cows milk as a drink • Water and no more than one small cup of diluted fruit juice from a cup, not a bottle.

*Parents may seek dietetic advice regarding the timing of the introduction of eggs, nuts, cow's milk/dairy products, fish and soy if there is a strong family history of allergy.

SOURCED FROM:

Information adapted from World Health Organisation 2000, 'Feeding and nutrition of infants and younger children' and the Child and Youth Health website: www.cyh.com

Nutrition Checklist from 'Planning Nutritious Child Care Centre Menus: Nutrition Checklist and Support Materials' (second edition), 2005 by the South Australian Child Care Nutrition Partnership; see website: <http://www.wch.sa.gov.au/childcarenutrition>.

Guidelines for fluids for babies and children at the centre

As part of the nutrition and health policy the Waikerie Children's Centre's will provide a list of suitable and unsuitable fluids for babies (birth – 1 year old) while in care.

Cow's milk is not recommended for babies less than 12 months old because it is a poor source of iron and predisposes infants to iron deficiency. It also has high levels of protein, sodium, potassium and calcium, which have a high renal solute load.

Allowed fluids for babies (birth to 12 months)

- Breast milk and infant formula
- Boiled water

Suitable fluids for 1 year olds

- Breast milk
- Cows' milk (full cream)
- Water
- Diluted juice (limit juice to half a cup per day, diluted 1:4)
- (Soy and vegetarian beverages eg: rice milk is not recommended. Only soy formula can be used in specific situations).

Suitable fluids for 2-5 year olds

- Reduced fat milk (1.0-2.5% fat)
- Calcium fortified soy milk
- Water
- Diluted juice (limit juice to half a cup per day, diluted 1:4)

Unsuitable fluids for children (all ages)

- Soft drinks
- Cordials
- Sweet syrups eg: Ribena, Delrosa
- Vegetable juices
- Tea, Coffee, Herbal teas
- Full strength juice (should be limited to half a cup of juice per day, diluted 1:4)
- Sweetened milk

Sourced From:

- NHMRC (2003). Food for health. Dietary Guidelines for Children and Adolescents in Australia. Commonwealth Department of Health and Ageing.
- Norberg, M & Young, R> 1997. Caring for Infants: Food and Nutrition for 0-1 year olds in Long Day Care Centres. Central Sydney Area Health Division of Population Health and the Commonwealth Department of Health and Family Services.
- Nutrition Checklist from 'Planning Nutritious Child Care Centre menus: Nutrition Checklist and Support Materials' (second edition), 2005 by the South Australian Child Care Nutrition Partnership; see website <http://www.wch.sa.gov.au/childcarenutrition>.
- World health organisation (2000) Feeding and nutrition of infants and young children.
- Infant Feeding Guidelines for Health Workers Summary (2004, WA Department of Health and SA Department of Human Services).

Policy Review and Availability

Waikerie Children's Centre Nutrition and Health Policy will be reviewed every 2 years by the Policy and Planning Sub-Committee.

This Nutrition and Health Policy is available to all educators, families and the community at all times in the folder in the reception area, staff induction, website and upon request.

The minimum training requirements for staff in nutrition, food safety and hygiene include attendance at Nutritional Australia Guidelines for the Cook and participation in Food Safe, Food Handler Training Program for all educators. All new staff will undertake appropriate training within one month of commencing employment.

Review date: August 2020

Next Review: August, 2022



Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

HOT WEATHER POLICY

PURPOSE

At Waikerie Children's Centre we aim to keep everyone safe at all times and, in particular, during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and every reasonable precaution will be taken to protect children, educators, families and visitors from heat illness or burn injuries from the heat of the sun whilst in the centre.

This policy recognises that children are at greater risk of suffering from heat illness than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

"Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed, and feel hotter and more stressed than adults".

Source "Sports Medicine Australia"

Crucial to this policy is:

- All employees, including leaders, must take reasonable care to protect their own health and safety and that of others in the centre.
- All employees ensure strategies are in place to reduce the risk of heat illness or burn injuries. Staff are to be given the opportunity to have a break from outside duties' on hot days to relieve heat stress. The onus is on the staff member to request a break to protect their own health and that of others.

Legislation: This policy relates to the following National Law and Regulations:

- Education and Care Services National Law Act 2010: 99 Section 167 – Protection from harm and hazards
- Education and Care Services National Regulations 2011: 99 Regulation 100 – Risk assessment must be conducted before excursion
- 99 Regulation 113 – Outdoor space–natural environment
- 99 Regulation 114 – Outdoor space–shade
- 99 Regulation 168: Policies and procedures (2)(a)(ii)–sun protection

National Quality Standards

This policy relates to the following National Quality Standards:

Quality area 2.3.2: Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Quality Area 3.1.1: Outdoor and indoor spaces, building, furniture, equipment, facilities and resources are suitable for their purpose.

IMPLEMENTATION

We will:

- Provide a comfortable and safe environment for all children, educators and families.
- Provide heating and cooling to maintain a comfortable temperature for all children and educators.
- Seek sun protection advice from the Cancer Council of South Australia.
- Adhere to our Skin Protection Policy.
- Recognise the risk of heat stress is a factor of both air temperature and relative humidity levels.
- During hot weather, check all outdoor surfaces in the yard ensuring children are not at risk of contact burn injuries, as per the Heat and Equipment Policy.

STRATEGIES TO REDUCE THE RISK OF HEAT ILLNESS WILL INCLUDE:

Shade: During periods of hot weather, activities will be conducted or modified in shaded areas or for morning sessions. Portable shade structures will be used where there is insufficient shade.

Drinks: Children and educators will be required to bring a drink bottle containing water and will be reminded to drink regularly. Educators will top up children's water bottles with filtered water as necessary. Outside drink fountains will always be available as a water source. Ice cooling blocks, Esky and a fridge are available for keeping drink bottles cool. Visual drink/bottle signs are placed around the centre as a reminder to drink water.

Clothing: Parents are encouraged to dress children in clothing and wear hats that minimises heat gain, in layers that can be easily removed during activity and in clothing that adheres to our Sun Protection Policy. Our No Hat /No Play outside rule will be applied in these circumstances.

Food: Parents are encouraged to pack food in insulated containers with a freezer brick or frozen water. The centre also has a refrigerator that is available for food storage.

EARLY DISMISSAL

As the Waikerie Children's Centre has effective cooling through a refrigerated cooling system we will remain open for normal operating hours.

Waikerie Children's Centre will continue to operate when the Riverland Fire Ban district is classified as "Catastrophic" by the Bureau of Meteorology.

If power supply to the centre is affected causing a power outage for an extended period of time, parents will be called to collect their children to minimise the stress of heat related exposure.

SOURCED FROM:

☞ Sports Medicine Australia

www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf

☞ DECD Guidelines for Developing a Preschool Hot Weather Policy

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/interactions

☞ National Quality Standards - Standard 2.3.2 Children's Health and Safety

☞ Cancer Council of SA, refer to: www.cancersa.org.au/aspx/sunsmart.aspx



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MEDICATION POLICY

As much as possible, we encourage children to be given medication outside of centre hours, eg medication prescribe twice a day (morning and night). If medication needs to be administered to a child at the centre; a medication plan developed by health professionals, will be followed by staff. This may include an Asthma Care Plan.

Medication will only be administered by staff if:

- It is prescribed by a doctor and has the original label detailing the child's name and required dosage.
- It is an over the counter medicine/cream that has been authorised by the parent/guardian.
- The parent/guardian has completed and signed an authority to give medication form.
- Medication must be given directly to the staff member and not left in the child's locker.
- Paracetamol will not be administered unless prescribed by doctor on medication plan.
- Staff will follow the guidelines in the administration of medication ensuring compliance.

SOURCED FROM:

WCC Health Support Policy National Quality Standards Area 2 Department for Education
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Updated August 2020

Review due August 2022

MEDICATION

The Centre does not have facilities to look after sick children and if your child becomes unwell, we will inform you or your emergency contact, and we will isolate your child until he/she is collected.

As a general rule, children and adults who are unwell should not come to the Centre.

We realise from time to time that it will be necessary to give your child medication. Medicine must be brought in the original package with Pharmaceutical Instructions and handed directly to a staff member who will:

Check that expiry date is current.
Ensure that the child's name and correct dosage is clearly marked on the label.
Place the medicine in the fridge.

In each room there is a medication book. Details of all medication MUST be entered into the book and signed by the parent/guardian/caregiver. This information will be checked by a staff member to ensure all details are clear.

This procedure MUST be repeated on each and every day that medication is to be administered.

Medicine will only be administered by a staff member and will be checked by a second staff member prior to administration.

PANADOL

Our Centre prohibits the administration of Paracetamol to children by any staff member. This is a directive from the Department of Education. The attached information brochure will help you to understand the decision and to assist you to care for a sick child. Please refer to the Panadol policy -

Panadol (paracetamol) Information Brochure

Paracetamol Brands (Dymadon, Panadeine, Panadol, Panamax, Tylenol)

Paracetamol is used to treat mild pain and reduce fever. It is not known how it works, though it is thought to reduce the production of prostaglandins, the chemicals which increase the sensitivity of nerve endings to pain and regulate body temperature. After the administration of a normal dose of Paracetamol the following side effects can occur:

Mild Side Effects Include:

Mild skin rash
Nausea
Dyspepsia (indigestion, heart burn)
Allergic reactions
Blood disorders
Drowsiness
Fatigue

Severe Side Effects Include:

Severe skin rash
Difficulty in breathing
Fever
Hives
Swollen face, lips and tongue
Kidney damage (if taken for a

Overdose

Vomiting
Abdominal Pain
Sweating
Liver Damage-can be fatal

Advise for parents about fever when caring for your child:

Make the child comfortable; eg dress in light clothing
Give small, frequent drinks of clear fluid; eg water and diluted juice
Fever does not necessarily require treatment with medication. Finding the cause and treating it is more important.



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Paracetamol should be given only if the child is irritable, miserable or appears to be in pain (15mg/kg p.o. 4-hourly when required to maximum of 90mg/kg per day).

Giving paracetamol has not been shown to prevent febrile convulsions

Do not continue giving regular Paracetamol for >48 hours without having the child assessed by a doctor

Aspirin and other non-steroidal anti-inflammatory drugs (NSAID's) should be avoided.

Seek immediate medical attention if there is no improvement in 48 hours or if the child:

Looks sick: pale, lethargic and weak

Suffers severe headache, neck stiffness or light hurting eyes

Has breathing difficulties

Refuses to drink anything

Persistently vomits

Shows signs of drowsiness

Suffers pain

Source: Paediatric Handbook, 7th Ed. RCH, Blackwell Publishing, Melbourne



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PHILOSOPHY

Belief Statement

Our Integrated Centre aims to provide care and education for young children and their families. We aim to compliment care and education within the family and support parent/caregivers, staff and our diverse community through a unique environment that allows children to thrive and be involved in their own learning.

Through consultation, we have established our core values to be:

Respect Excellence Professionalism Partnerships Honesty

PARENTS, CAREGIVERS, FAMILIES

We Believe:

- Parents are the child's first educators and play a vital role in their child's development and within our centre.
- Open and on going communication between parents/caregivers and staff is essential to create a partnership with families.
- Parents are individuals and they have the right to be involved and be heard at any level with which they feel comfortable and in a sensitive manner.
- Parent's skills, identity, culture, knowledge and resources should be valued in the centre's program.
- The diverse values and attitudes each child brings from their family will be respected.
- Confidentiality, respect and privacy of all individuals will be protected.
- Families will feel welcome at all times.
- We offer all families the opportunity to be involved in the governance and planning of policies and processes that represent the whole of the Centre through a Governing Council elected annually by families.

CHILDREN

We Believe:

- Each child is an individual and should be able to develop at his/her own rate within an inclusive environment that will challenge and extend their thinking.
- Children need and learn through a safe, secure, welcoming, fun, caring and healthy active learning environment.
- Each child has the right to be heard, loved, cared for, accepted and feel safe.
- It is through play that children make sense of their world where they experience a sense of curiosity, wonder, discovery, social constructions and enjoyment.
- Play provides the opportunity for children to explore, experiment and test ideas and use the educator as a facilitator in their journey of self-discovery.
- Children can be risk takers of their own learning and educators will support them.
- Children will thrive through early intervention and additional support in the programs that we offer.
- Children develop confidence and life skills through positive relationships with others.
- Play helps children to develop cognitive, social, emotional, physical and spiritual skills.

STAFF

We Believe:

- The Early Years Learning Framework "Belonging, Being and Becoming" will form the basis of our curriculum and will also be underpinned by a combination of Early Childhood Pedagogies that embrace the holistic nature of our professional practice.
- The Early Childhood Australia "Code of Ethics" underlies our beliefs and thoughts.
- Staff are to be welcoming and sensitive to the needs of parents/caregivers/visitors.
- Staff are to communicate with parents/caregivers and children at all times and be respectful in their acknowledgements.
- Staff are responsible for supporting the holistic development of the whole child within the framework of the family and the community.
- Staff will work as a team, supporting and assisting each other demonstrating a commitment to continuous improvement within the centre.
- Staff will evaluate and reflect on their own practice and be open to their own professional learning and self-improvement that is supported by the centre.
- Staff will actively work towards the goals within the Quality Improvement Plan.
- Staff are responsible for building and maintaining a professional, safe and positive work environment.
- Staff will document information that provides a greater understanding of the child, their interests and their wellbeing and use it to extend the child's learning journey.
- Staff need to be flexible, have high expectations and be responsive to the individual child and to each other within a positive stimulating learning environment to become successful and confident learners.
- Staff need support, job satisfaction, enjoyment and encouragement alongside opportunities for ongoing professional development.

COMMUNITY

We Believe:

- It is essential to participate with other community groups, agencies and services to share resources and develop networks for families in our community and partnership groups. These collaborative partnerships assist us in developing integrated and sustainable services to support our families and provide them with best opportunities.
- We encompass the wide range of social and cultural diversity of the community we serve and are responsive to its changing needs.
- We encourage respect and take pride in the local and global environment and support good environmental practices in the broader community and within our children's centre.
- We keep informed of the impact of significant environmental challenges of our region and the impact of these on the community we serve.
- It is essential to recognise the significance of children being born into a culture which is not only influenced by traditional practices, heritage and ancestral knowledge but also by experiences, values and beliefs of individual families and communities.

SOURCED FROM

Waikerie Children's Centre Governing Council and Staff 2018
Belonging, Being and Becoming- The Early Years Learning Framework for Australia 2009
National Quality Framework (2011)



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Waikerie SA 5330
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SLEEP AND REST POLICY

Considerations

Philosophy:	Children's health and wellbeing is fundamental to their development.
Legislation:	Children's Services Child Care Centre Regulations 1998; National Quality Standards 2011, Element 2.1.2.
Children's needs:	A clean, safe and caring environment in which children's needs for sleep, rest and comfort are met.
Families needs:	Their child's health wellbeing and safety are of the utmost importance and their routines for sleep and rest which are in place at home are carried through to child care whenever possible; cultural needs recognised.
Staff needs:	A comfortable, safe sleep environment for children which meets each child's individual needs; information on latest research and best practices that reduce the risk of SIDS; strategies to monitor care during sleep and rest times.
Management needs:	Ensure all equipment provided meets Australian Standards; ensure staff have up to date information on best practice; provide information sessions and printed material (in relevant language to the community) on reducing the risks of SIDS and other pertinent topics.

POLICY STATEMENT

Educators will consult with families at all times in regard to their child's sleeping/rest patterns and will develop procedures to ensure each child's individual needs are met. Sleep procedures and sleep equipment will take into account current health and safety advice from recognised health and safety authorities. There will be a comfortable place provided for children at all times.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

1. Educators will provide an opportunity for children to sleep / rest within the centre's routine.
2. Educators will encourage children to sleep in order to meet their individual developmental needs.
3. Children will not be forced to sleep at any time. Quiet activities will be made available for children to experience whilst other children sleep. Educators will use their professional judgement to encourage children to rest when the need arises.
4. Sleep / rest times will be regarded as a positive, pleasant experience within the centre and educators will make every effort to provide a relaxing and comfortable sleep environment for all children. Educators will ensure children are dressed appropriately whilst sleeping.
5. Comforters and/or security toys may be bought in for sleep / rest periods, however such items must not impact on the safety of children while sleeping.

6. Centre staff, at all times, will ensure their knowledge and understanding of safe safe sleeping practice recommendations from SIDS is current and applicable. At all times educators will implement recommendations from SIDS within the centres sleep / rest routines. Other factors such as age of the child, cultural needs and requests from parents will also be considered when tailoring individual sleeping patterns but will not compromise safe sleeping practices.
7. Staff will record safety checks every 10 minutes.
8. Room environment will follow Safe sleeping Recommendations.

Recommended by SIDS (Safe Sleeping Practices)

- ◆ Recommended sleeping position for infants.
 - Laying on back with 10 minute checks
 - Child with chronic cold or lung disorder should have shorter checks (5 mins)
 - Sleeping baby with face uncovered.
 - Place baby with feet at the bottom of the cot with blankets tucked in firmly.
- ◆ Recommended Equipment
 - Ensure cot equipment meets Australian Standards (AS2172)
 - Mattress should be firm and the right size for the cot.
 - No loose bed linen. Use a safe sleeping bag with a fitted neck and armholes if provided
 - Children to be dressed in warm but not hot clothing. All clothing with hoods are removed.
 - Ensure no pillows, lamb's wool, doonas and cot bumpers are used in cots.
- ◆ Other considerations
 - Ensure no dangling cords or string.
 - Cot is placed away from heaters or electrical appliances.
 - Room temperature is recommended between 20-22 Celsius degrees.
 - Clear vision into room, No extra curtains, Limited music, slightly darkened room, monitors
 - Clear instructions and Information provided to educators
 - Prams are not to be used without constant supervision.

Babies, under one year of age, whenever they sleep, should be placed on their back to sleep, unless otherwise directed in writing by the child's medical practitioner.

Sleeping equipment at the centre will adhere to Australian Standards and current Health and Safety advice from recognised authorities. A checklist containing recommendations from SIDS will be completed in line with Occupational Safety and Health Policy.

The centre will provide information for parents on current safe sleeping practices and the benefits of breast feeding to reduce the risk of SIDS.

SOURCED FROM:

Sids and Kids – Safe Sleeping Resource www.sidsandkids.org/safesleep/faq.htm
www.sidsaustralia.org.au/rtr/professional.htm

National Quality Standards 2011, Element 2.1.2.

DFE, Safe Sleeping procedure for infants and young children, Nov 2016

Ministerial Council on Consumer Affairs – Keeping Baby Safe – www.consumer.gov.au

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Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

SUN SMART SKIN PROTECTION POLICY

Rationale

Australia has the highest incidence of skin cancer in the world, with 2 out of every 3 people developing some form of skin cancer before they are 70.

There are factors that contribute to these statistics:

1. The population is predominantly fair skinned.
2. Ultraviolet radiation from the sun is of sufficient intensity to induce skin cancer in this susceptible population.
3. For many years, social values have supported the belief that a suntan is healthy and attractive.
4. Lifestyle, work, school and recreational habits expose people to the sun for long periods. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Much of the damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Most skin damage and skin cancer is, therefore, preventable.

Early childhood services are ideally placed to help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the services' community to use effective skin protection.

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 in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels which is essential for healthy bones and muscles and for general health.

Aims and Objectives

The aims and objectives of this Skin Protection Policy are to promote among children, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths.
- Personal responsibility for and decision making about skin protection. Promotion of the UV rating 3 and above and the importance of wearing a hat and body's vitamin D requirements
- Awareness of the need for environmental changes in our centre to reduce the level of exposure to the sun in the limited time that children are using the centre.
- Encourage children to be aware of their own skin type and get vitamin D through natural sunlight exposure in the winter months of May to August and when the UV Radiation level is rated 3 and above whilst they are not attending the centre
- 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*: ⁰⁰ Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011*: ⁰⁰ Regulation 100 – Risk assessment must be conducted before excursion
- ⁰⁰ Regulation 113 – Outdoor space–natural environment
- ⁰⁰ Regulation 114 – Outdoor space–shade
- ⁰⁰ 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: Leadership and service management

Implementation

This sun protection policy is for implementation from 1st September to 30th April and whenever UV radiation levels reach 3 or above at other times and not just terms one and four.

All other times children will be encouraged to wear hats as a centre practice.

The purpose of the policy is to ensure that all members of our Early Childhood Service are protected from skin damage caused by the harmful rays of the sun.

All members of the Waikerie Children's Centre will be strongly encouraged to use the following skin protection strategies: This policy applies to all centre events on and off-site.

1. EDUCATION

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Take care when being in the direct sun between the hours of 10am and 2pm (normal time) and 11am and 3pm (daylight saving) when ultraviolet radiation levels are 3 and above. Whenever possible, all activities will be conducted indoors or in the shaded areas of the service during this time.

Walking excursions will take place in the morning or when the forecast daily temperature is 30C or below and all participants will wear a hat and take water bottles.

Sun protection and vitamin D information is incorporated and reinforced into the learning and development program, activities and displays.

Staff will be encouraged to keep up to date with new information and resources through contact with the Cancer Council SA website, Sunsmart UV alerts and the Sunsmart app.

Staff and families are provided with information on sun protection and vitamin D through family newsletters, centre handbook, noticeboards and the centre's website.

2. CLOTHING Quality Area 2: Children's Health & Safety

Parents are to provide appropriate loose fitting clothing which protects the skin.

Children will wear shirts with sleeve length midway between elbow and shoulder (available at the centre). Children and staff will be encouraged to wear shirts with collars and longer style shorts/skirts. If a child is wearing singlet top or dress the centre will put a t-shirt/shirt over the top before going outdoors.

Children not complying with the above conditions will be limited to inside activities or on the shaded verandah.

3. HATS Quality Area 2: Children's Health & Safety

Children, staff and parents will be expected to wear a hat that protects their face, neck and ears, ie bucket or broad-brimmed style hat whenever they are involved in outside activities.

Staff will provide a "loan hat" for children who need to go outside as part of the curriculum (eg. exercises, walk) and this will be laundered by the site after use.

4. SUNSCREEN Quality Area 2: Children's Health & Safety

Liberal apply a water resistant, broad-spectrum or sensitive sunscreen with a minimum SPF of 30+ to clean, dry skin, 15-20 minutes before going outdoors.

Reapply sunscreen every two hours if outdoors for a prolonged period of time, or more frequently if involved with water play or perspiring.
Parents will be encouraged to apply sunscreen to their children, although there will be bulk sunscreen packs available at the service.
Children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.
Parents have a choice to provide sensitive or alternative sunscreen for staff to apply.

5. SHADE Quality Area 2: Children's health & Safety, Quality Area 3: Physical Environment

Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area.

The availability of shade is considered when planning excursions and all other outdoor activities

Use of available areas of shade when outside (trees, tents, umbrellas)

Children who do not have appropriate hats or outdoor clothing are asked to play in the shade, under the verandah or inside.

Tree planting will be an ongoing event, with priority given to the open space grassed area.

All windows exposed to direct sunlight will be appropriately shaded.

The further provision of shade areas is a priority for the service

6. INFANTS Quality Area 2: Children's health and safety

Babies' skin is thinner than adults' skin; it is extremely sensitive and can burn easily.

Babies can be at risk of sunburn even if they are in the shade, so staff will make sure they are covered up when under the shade.

Parents will be expected to choose a hat that protects the baby's face, neck and ears such as a soft legionnaire or bucket style hat, with a flap at the back that will crumple easily when they put their head down.

Infants who are kept out of the direct sun or well protected from UV radiation by clothing, hats and shade, need only have sunscreen applied occasionally in very small amounts on their exposed skin. All babies under twelve months are kept out of the direct sun when UV level Radiation levels are 3 and above.

7. ENROLMENT AND FAMILY INFORMATION Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

informed of the centre's SunSmart policy and 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)

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.

8. STAFF WHS AND ROLE MODELLING Quality Area 5: Relationships with children and Quality area 2: Children's Health & Safety

In hot weather and extreme heat children and staff will be encouraged to drink plenty of water and stay in the shade or remain indoors.

Staff will wear sun protective hats, clothing and sunglasses when outside. Staff will be encouraged to role model appropriate SunSmart strategies in all service activities.

This Sunsmart Policy will be given to all new staff, students and families. Additional information can be sourced from www.sunsmart.org.au

9. POLICY REVIEW :Quality Area 7: Leadership and service management

The Waikerie Children's Centre skin protection policy will be evaluated on a two yearly basis and will be discussed at staff and parent meetings.

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SOURCED FROM:

www.cancersa.org.au/sunsmart –Sun Protection
Cancer Council SA,

Cancer Council Helpline 13 11 20



Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

TOILET TRAINING POLICY

Toilet training is a difficult new skill for children to learn. An effort to help a child use the toilet should come as a result of seeing signs of readiness and interest from the child, and not from a preconceived notion about when children should be trained, or a longing by adults for fewer nappies to change.

Most children are not ready to learn to control their poo and wee (bowels and bladder) until they are two years old and some not until they are three. Some boys are later than girls. Control over poo may happen before or after control over wee.

To be ready to use the toilet or potty, a child needs to:

- know when s/he has to do wee or poo before s/he does it,
- hold on for a short time so that s/he can get to the potty or the toilet
- can or attempts to pull down or lift up (remove) clothing to enable toileting to occur

The first sign that this will be happening soon may be that s/he tells you when s/he is actually doing poo or wee or when s/he has just done it. When s/he gets praise for telling you, s/he will soon be ready to move on to the next step of telling you before s/he does it.

A decision to begin helping a child at the Centre learn to use the toilet will be made by parents and caregivers together.

Children will need to wear a pull up or nappy until both parent and staff are confident that the child will not wet or soil their pants. This is necessary in order to maintain a high level of hygiene in the centre's surrounding environment.

Children who are toilet trained or in the process of toilet training may still need to wear a nappy or pull up during sleep time. Children often find wetting the bed to be upsetting and distressing so the decision to sleep without a nappy is one that both staff and parents need to agree on when they feel the child is ready and confident to do so. A sign of readiness is when the child has consistently dry nappies after waking from sleep.

Staff will be alert to signs of readiness and talk with parents about their observations.

Signs of readiness may include:

- understands simple instructions or simple words or signs
- is able to use simple words or signs to communicate

- showing awareness and communicating need to urinate or have a bowel motion
- taking an interest in others using the toilet
- pulling at wet and dirty nappy
- telling an adult they are wet
- telling an adult that they don't want to wear nappies anymore
- Stays dry for 1 to 2 hours at a time
- Does a reasonable-sized wee each time

When a child has begun toilet training at the Centre, the staff will:

- keep a written record of times child had an “accident”
- exchange information about child's progress with parents;
- give praise for success and be positive
- encourage hand washing with soap after a child uses the toilet
- provide information about toilet training to parents
- continue specific toileting programs that have been set up

To provide a safe and hygienic environment for everyone, children will be required to wear a nappy/pull up until they consistently use the toilet for wees and bowel movements. Once the parents and staff are confident the child is capable of using the toilet, he or she will need to wear underwear under their clothing. All children that are toilet trained must use a toilet while attending the centre. While accidents will occur they need to be kept to a minimum to ensure a high level of hygiene is maintained.

At no time during the toilet training process will any child be punished or made to feel guilty, ashamed or naughty for having an accident.

Toilet training will be a positive experience tailored to children's individual needs and cultural perspectives will be respected. Incontinence Agencies can be contacted to provide further support.

SOURCED FROM:

CYH www.cyh.com.au / Child and Youth Health Parent Help Line 1300 364 100
Novita Children's Services – www.novita.org.au

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Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

WATER SAFETY POLICY

Rationale

The Waikerie Children's Centre ensures appropriate water safety policies and procedures are in place and ensure safety during any water-based activities and excursions.

Children need opportunities to develop their understanding of the natural environment. Experiences with water encourage active exploration and discovery of the environment.

Knowledge of potential hazards associated with water will assist educators to provide a safe, stimulating environment for our children.

While swimming pools are an obvious hazard, other drowning hazards for young children include nappy storage buckets, toilets, animal water containers, ponds and poor drainage which allow water to pool.

Management of water play and facilities

- Children must be adequately supervised at all times when having access to any water hazards.
- All paddling pools, buckets, unlidded water troughs and other water receptacles used at the Centre are emptied after use and stored in such a manner that they cannot collect water while not in use.
- Removable plugs that are used to hold water in containers will be placed out of reach of children's reach when not in use.
- All children being cared for at the Centre are adequately supervised at all times.
- Removable tap handles for all taps outside will be secured in outdoor sheds when not in use.
- Where a water vessel is used for water play by children, the vessel must be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use.
- Water troughs must have their lids placed back on top and secured with a weight source when children are not present.
- Toilets will be regularly checked by staff.

Site safety

The fence and perimeter gates are to be closed at all times and meet Australian Standard guidelines. The centre identifies a fenced water source approximately 200 metre west of the premises.

When children are taken on an excursion where there is a significant water hazard, educators are to conduct a risk assessment.

Pooling water from irrigation overflow will be swept away.

Children are to have safe independent access to clean and cool drinking water at all times.

Site inspections

The Waikerie Children's Centre will undertake safety inspections at least annually to ensure sites are free from water hazards. The safety inspection checklist (DOC, 107.5 KB) has been developed as a guide.

Related source: National Quality Standard and Regulations

- [National Quality Standard 2.3 \(PDF, 1.6 MB\)](#)
- [Regulation 168 \(2\) \(a\) \(iii\) \(PDF, 70.1 KB\)](#)

Related sources: DECD Policy and procedures

- [Preschool water safety procedure \(PDF, 339.3 KB\)](#)
- [Risk management policy \(PDF, 424.8 KB\)](#)
- [Risk management framework \(PDF, 796.7 KB\)](#)
- [Hazard management procedure \(PDF, 756.4 KB\)](#)
- [OHS&W and injury management policy \(2010 Health and Safety Services\) \(PDF, 267.9 KB\)](#)
- [Camps and excursions – guidelines for schools and preschools 2007](#)

SUPPORTING DOCUMENTS & REFERENCES

Risk Management Policy and Framework

Safety Inspection Checklist - Grounds

Kidsafe NSW - Water Safety

Royal Life Saving Protection Australia - Fact Sheets

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