Welcome to
Forbes Children’s Centre

Information Booklet for
Preschool and Long Day Care

Updated August 2012
Welcome from the Staff Team

We warmly welcome your family to our Centre and look forward to a rewarding ongoing relationship with you and your child/ren. Our staff team consists of professionals with varied qualifications and backgrounds who have a passion for supporting under school aged children and their families. We hope you find this booklet helpful in providing information about the long day care and preschool programs at our Centre.

Location
80 Thomas Street, South Plympton, South Australia 5038 - Adjacent to Forbes Primary School.
Telephone: (08) 8293 9000
Mobile: 0408 644 797
Fax: (08) 8351 0470
Email: chn.centre@forbesps.sa.edu.au

History of the Forbes Children's Centre
Children’s Centres for Early Childhood Development and Parenting (Children’s Centres) are a South Australian Government initiative that supports children's development, health, learning and wellbeing. The initiative that promotes integrated early childhood programs and family services in which professionals, agencies, service providers, families and the local community work together to provide high quality programs for children and family support services.

Forbes Children's Centre was opened by the Honourable Jay Weatherill, Minister for Early Childhood Development, on the 1st December 2010 in recognition as part of the initiative and offers programs and services for children and families in partnership with the Department of Education and Child Development, Inner Southern Community Health; Child Youth and Women’s Health Service; Disability SA; SA Health; Families SA, community groups and other organisations and agencies identified through discussions with the local families and community.

Forbes Children’s Centre provides a caring, inclusive and welcoming environment where children can engage in their learning and families can access a range of services to support their parenting needs.

Our Centre is an architecturally designed purpose built facility on the grounds of the Forbes Primary School. Harcourt Gardens Preschool (a previously established DECD Preschool) relocated to the new premises in October 2010. The community/parent managed, not-for-profit long day care program has a waitlist for enrolments so please make enquiries as soon as possible. There is a priority of access for long day care and the preschool. The long day care fees are used to pay for resources and equipment, nutritious meals for children, staffing, professional development and training, utilities, building improvements, and new resources to benefit children, families, staff and the community.
Governance
Children’s Centres governance arrangements support collaborative decision making at the state, regional and local levels that promotes integrated education, health and wellbeing services for young children and their families in their community. Effective governance will contribute to

- Strong and supported children and families
- Equity & social inclusion
- Strong communities
- Closing the Gap for Aboriginal children

Outcomes Framework for Children’s Centres

Local Governance Arrangements

- Partnership Group/Enabling Group
  - Governing Council
    - School/Preschool/Child Care
  - Leadership Team
  - Parent Advisory Group
- Governing Bodies
  - SA Health, DFC and other agencies
Statement of Principles-
The statement of principles outlines the values and beliefs that are important to children, families, educators, staff and management which guide everything that happens at the service.

CHILDREN
We believe:
Each child is unique, has great potential, is competent, capable and an active participant in the organisation of their identity, ability and sense of autonomy
We aim to:
- Advocate in the best interest of each individual child.
- Provide safe, secure and trusting relationships through primary caregiving that fosters wellbeing and active involvement in the learning environment.
- Support the health of every child and their family through the provision of services, programs and educational opportunities.

FAMILIES
We believe:
In a partnership approach where families are considered every child's first educator and the diversity of each family including culture, family structure, lifestyle, language, beliefs and kinship systems is valued.
We aim to:
- Engage in a partnership by listening to, supporting and learning from families in order to acknowledge and build upon their strengths, competencies and abilities in their role to nurture children.
- Create opportunities for family involvement and participation in the Centre.
- Maintain confidentiality and respect the right of the family to privacy.

COMMUNITY
We believe:
In building community capacity to enhance health and wellbeing outcomes for children and families
We aim to:
- Gain knowledge about our community using varied data collection methods in order to provide relevant access or pathways to a wide range of high quality services, programs, events and experiences that support families in their parenting journey.
- Build relationships with and between families to develop a sense of belonging and connectedness to the Centre and community.
- Facilitate opportunities for parents and families to share their strengths, skills and talents within the Centre and community.
- Create partnerships with families and community, empowering them to engage with decision making processes within the Centre.
- Be an active community service and information hub for families by promoting, networking or partnering with other agencies and services within the community.
- Provide an environment in the Centre that reflects and respects our community.
COLLEAGUES

We believe:
In collaborative partnerships with colleagues to generate a Centre culture of continual reflection and renewal of high quality practices in care, learning, health, community and social services

We aim to:
- Share knowledge, build on strengths, be solution orientated and reflective in our everyday practices.
- Provide opportunities for professional development that foster shared understandings and continuous development of best practices.
- Be open and honest in our communication and have regular opportunities to be involved in shared decision making.
- Work collaboratively in order to provide holistic seamless services for families and children from birth to eight years of age.

CURRICULUM

We believe:
Curriculum development is a continually evolving reflective process based on current research and the voices of children and families in our community.

We aim to:
- Acknowledge the quality of relationships between children and educators as fundamental to the quality of the learning environment.
- Provide a play based curriculum and honour play as both a process and context for learning.
- Provide opportunities for each individual child to develop holistically through intentional teaching and spontaneous learning experiences.
- Use contemporary theorists and a Reggio Philosophy to shape our understanding, practices and curriculum.
- Develop shared planning and assessment practices that engage families in their child’s learning journey.
- Provide a curriculum that is inclusive and believe in all children’s ability to succeed.

National Quality Framework

In 2009 all Australian governments, through the Council of Australian Government (COAG), agreed on a partnership to establish a National Quality Framework for Early Childhood Education and Care. The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care settings through:
- The Education and Care Services National Law and Education and Care Service National Regulations
- The National Quality Standards
- A National Quality rating and assessment process
- Streamlined regulatory arrangements
- A new national body jointly governed by the Australian Government and state and territory governments- the Australian Children’s Education and Care Authority (ACECQA) to oversee the new system

As a site we have developed a quality improvement plan (QIP) in consultation with the staff and families to drive reflective practice and continuous improvement across the site. This covers all 7 National Quality Standards including:
1. Educational Program and Practice
2. Children's Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with Families and Communities
7. Leaderships and Service Management
Forbes Children’s Centre - Quality Improvement Plan – April 2012

Quality Area 1 - Educational Program and Practice
To develop our understanding and pedagogical practices in cultural competence. How can we make it inclusive for the whole community in our environments and curriculum?

Quality Area 6 - Collaborative Partnerships
Utilising our families as our key to understanding individual cultures and shaping our knowledge.
- Invite discussion, ask for further information, key words.

Quality Area 7 - Leadership and service management
Information sharing guidelines - Developing a whole site approach to sharing information across different agencies for better outcomes for children, families and community.
6 - Collaborative Partnerships with Families and Communities

Quality Area 3 - Physical Environment
The development of an information sharing guidelines cover sheet to go onto all programs that are at the site and to have access to all enrolment forms. This will allow us to have an understanding of who is accessing what programs at Forbes.

Quality Area 1 - Educational Program and Practice
Development of a Sensory Space for the over 2's - What do children need in this space? How could this be utilised by all children across the site? Consult with OT, Inclusive Directions and Baines Rd Kindergarten.

Quality Area 4 - Staffing
The development of an information sharing guidelines cover sheet to go onto all programs that are at the site and to have access to all enrolment forms. This will allow us to have an understanding of who is accessing what programs at Forbes.

Quality Area 5 - Relationships with Children
Exploring the RRR document, conduct a research project to gain an insight into children's wellbeing in relation to transitions in the Centre and across to the School - What will it tell us?

Quality Area 6 - Collaborative Partnerships with Families and Communities
Utilising current research in attachment - create a primary caregiving policy and provide training for educators in attachment theory and Parenting by Connection.

Quality Area 3 - Physical Environment
What would an art studio look like in a preschool when based on a Reggio approach? How can we display children’s creative pieces in our environments as a living and growing documentation of learning?

Development of our indoor and outdoor play environments. What is needed to make the environments engaging, natural and challenging?

Quality Area 1 - Educational Program and Practice
Development of an information sharing guidelines cover sheet to go onto all programs that are at the site and to have access to all enrolment forms. This will allow us to have an understanding of who is accessing what programs at Forbes.
With the National Quality Framework we are required to have a nominated supervisor on all times during the day. This person is in charge if the day to day operations of the service. You will see a photo on the administration counter displaying who is the nominated supervisor for the day.

The National Quality Framework also stipulates the Centre has an Educational Leader. Education Leaders of the site are experienced educators who are pivotal in leading the development of strong pedagogical beliefs, curriculum that is reflective, spontaneous, child initiated and teacher initiated and how educators engage with children’s learning. At Forbes Children’s Centre our Educational Leaders are:

- Sarah Quihamton
- Kim Cook
- Jenny Frost
- Naomi Robertson
- Cristina Whitmore
- Julie Marsland
- Megan Wilson

The Educational Leaders team meet once a term to reflect on practices across the site.

The regulatory authority’s primary responsibility is to:

- Administer the National Quality Framework
- Assess approved education and care services against the National Quality Standard and National Regulations, and to determine the ratings of those services
- Retrieve and investigate complaints
- Support and promote continuous improvement in education and care services, in collaboration with ACECQA
- Undertake information collection, reviewing and reporting

Our Regulatory Authority is:

Education and Early Childhood Services Registration and Standards Board of South Australia

Website: eee.decs.sa.gov/childrenservices/
Email: nationalqualityframework@sa.gov.au
Phone: 1800 882 413 (toll free)

Long Day Care

Long day care is available Monday to Friday for children from birth until the child begins school. Children are able to attend either half or full day sessions. Whilst we develop and maintain relationships between children and staff in age specific rooms, we also aim to provide many opportunities for children to interact with older and younger children. The long day care and preschool educator’s team work closely to ensure continuity where children access both programs.

Hours of operation

The long day care program commences at 7.00am and ceases at 6.00pm. Parents should arrive at least 10 minutes prior to closing time to allow staff to share information about their child’s day. All children, parents and staff need to leave the Centre no later than 6.00pm in the evening.
Half day sessions are 7.00am until 12.30pm (morning) or 12.30pm until 6.00pm (afternoon). Please allow enough time to collect your child/ren, their belongings and discuss their day before the session ceases at 12:30 or 6.00 pm. Late fees apply.

*The Centre is closed on public holidays which are charged at 75% of the total fee. This is counted as an allowable absence. We are also closed for two (2) weeks at the end of the year. No charges apply to the two week closure*

Preschool
A DECD funded preschool program operates at our Centre that is staffed by registered teachers. The preschool and long day care educators’ team work closely to ensure continuity where children access both programs. As a DECD funded preschool we also have access to additional support services and training to ensure the highest quality of early childhood education for your child.

Hours of operation
8:45am - 3.15pm Monday to Friday
Your child generally needs to be four years of age before being able to attend their entitlement of 15 hours of DECD funded preschool. In the term prior to this, one (1) session of preschool (referred to as pre-entry) can be negotiated where availability/vacancies exist. If you have a child with special needs, of Aboriginal origin, or has been assessed as gifted, they may be eligible for additional sessions. Please speak with staff to discuss your requirements.

Single intake of Preschool in 2013
For most children from 2013 there will be one date for starting preschool. This will be at the beginning of the year. Aboriginal children can go to four sessions a week at preschool from the time they turn three. They do not need to wait until the beginning of the school year to start preschool. See table below for further information regarding preschool single intake.

<table>
<thead>
<tr>
<th>Year of birth</th>
<th>Child's Birthday</th>
<th>Can start preschool</th>
<th>Can start School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>From 1st January to 30th April</td>
<td>Term 1 2013</td>
<td>Term 1 2014</td>
</tr>
<tr>
<td></td>
<td>From 1st May to 31st December</td>
<td>Term 1 2014</td>
<td>Term 1 2015</td>
</tr>
<tr>
<td>2010</td>
<td>From 1st January to 30th April</td>
<td>Term 1 2014</td>
<td>Term 1 2015</td>
</tr>
<tr>
<td></td>
<td>From 1st May to 31st December</td>
<td>Term 1 2015</td>
<td>Term 1 2016</td>
</tr>
</tbody>
</table>
Your child is unique and special in their own way. We understand that each child will respond differently to being placed in a care and education setting. It is important that you visit our Centre to spend some time meeting the staff and playing with your child before their first day. This induction time will allow you and your child to become familiar with their new surroundings and discuss your child’s unique qualities.

When your child attends a program at the Centre it is important that you are easily contactable. This will ensure communication is available at any time. It is important for you to say “Goodbye” each time you leave your child at the Centre and remind your child who will be collecting them at the end of the session. Research has identified that it is more positive for a child if he/she knows when you are leaving and that you (or an authorised collection person) will be returning to pick them up.

At Forbes Children's Centre we believe that ‘primary caregiving’ provides a consistent relationship for children and their families. A nominated ‘primary caregiver’ is responsible for the care and education needs of your child. The ‘primary caregiver’ will share in the excitement of your child’s play and attend to their individual needs and routines like sleeping, feeding, toileting and/or nappy changing. The focus of the ‘primary caregiver’ is to develop a close, trusting, and responsive relationship between professional, child and family. When a child feels secure in a relationship, the ‘primary caregiver’ becomes the base that they explore from and return to in times of pleasure and excitement as well as sadness or anxiousness. This strategy is based a framework referred to as ‘Circle of Security’ and ‘Attachment Theory’ which looks at recognising a child’s need in organising their external world. The aim of the ‘Circle of Security’ in relation to caregiver and child relationships is that the caregiver is “a special person who is always kinder and stronger, older and wiser than themselves. This person will follow the child’s needs. Whenever necessary they will take charge”. (Marvin, Cooper, Hoffman & Powell 2002 pg 110)

We ask for a minimum of 2 visits. Please discuss your needs with educators. There is no charge for visits.

Fees Policy
Forbes Children's Centre is a not-for-profit Centre. Fees are charged in order to cover the running costs of the long day care program and support the operation of the preschool program. This means that all money received is used to provide the best care and education for all children.

Fees are set by the parent management group (Governing Council) and are reviewed regularly to ensure the Centre operates with a high quality rating under National Quality Standards and remains viable. Families enrolling in the long day care program are encouraged to apply for financial support from the Commonwealth Government in the form of Child Care Benefit (CCB). Families need to contact the Family Assistance Office (FAO) on 1306 1050, to discuss their individual entitlements and CCB assessment. The FAO will determine the CCB percentage and eligible hours applicable to each family. This will be determined by the family’s annual gross income.
Payment of Accounts

Fees for Child care will be payable from the date of commencement.
Accounts will be issued weekly, following care.
We accept phone payments by credit care, cheque, cash or eftpos.
Accounts are required to be paid weekly, unless arrangements are made in consultation with the Director, Assistant Director or Administration Manager.

Child Care Bond

A Child Care Bond is charged to families as their child/ren begins care at the Centre. The bond consists of two (2) weeks payment in advance. The full bond is required before commencement of care unless negotiated. The bond may be used to pay for the final two weeks of care when notice of cancellation is received in writing. Failure to provide two (2) weeks notice of cancellation of care will forfeit the bond refund.
The bond assists in the financial management of the Centre to allow bills to be generated one (1) week in arrears. It assists to minimise costs associated with outstanding accounts when families leave the Centre.
As a bond is not required for Preschool, when children cease Child Care and are only accessing Preschool sessions the bond will be refunded. The Bond will be credited towards your account.

Outstanding accounts: Plan of Action

If families are having difficulty paying their account they can meet with the Director or Assistant Director to discuss an alternative plan of action.
All accounts are issued (via a pocket system) on Tuesdays each week and are due for payment by that same Friday.

One week overdue

An authorised staff member will place an overdue sticker on the account asking for payment.

Two Weeks Overdue

An authorised staff member will attach a formal letter to the account or phone warning that if payment is not received during the current week Child Care will not be available to the family for the following week. Families will be expected to meet with the Director, Assistant Director or the Administration Manager to negotiate and document a plan for payment.

Debt Collection

If no is payment made or an attempt to negotiate a payment plan with an authorised staff member the outstanding debt will be placed in the hands of the Debt Collectors Division. Debt Collection charges will be added to the fee which you will be liable for. The Centre will retain and file formal correspondence.

Holding fees

Sickness

100% of the fee is charged for the absence due to sickness. Child Care Benefit is paid for an unlimited number of days provided that the child had a Doctor’s certificate.

Public Holidays

Public holidays are charged at 75% of the full rate for a full or half day session. This will count as an allowable absence.

Allowable Absences

Each child has 42 days where Child Care Benefit is paid if the child does not attend child care. These days cover sick leave and holidays. Each child receives new entitlements at the beginning of the financial year.
If you use all these days and your child is sick, please ensure that you obtain a medical certificate from your GP and give this to us to ensure that you still receive your CCB. If these days are used you will not receive any Child Care benefit until the new financial year.
Centre Closure
The Centre will be closed for a 2 week period at Christmas time. These dates will be advised when available. No charges will occur during this time or the loss of allowable absences.

Casual bookings
100% charge will be applied to cancellations of all bookings at the Centre.

Withdrawal
A minimum of 14 days written notice, or payment of lieu of, is required when withdrawing your child. Full fee will be charged if your child does not attend in the last two weeks. Please note Child Care Benefit is not available for these two weeks if the child does not attend.

Late /early fee
A fee of $15.00 per 15 minutes will be imposed for each child being collected late or left at the Centre outside normal opening times (before 7:00 am or after 6:00pm). These fees are put in place to cover the cost of staffing working overtime. Charges also apply to children collected after 12:30 or left before 12:30, if they are booked in for a session only. Late fees also apply to Preschool.

If a child is unwell and is not collected within 1 hour an extra fee of $15 per 15 minutes will be charged to cover the cost of a staff member providing 1:1 care for an unwell child.

Long Day Care Fees:
$41.00 per half day (morning or afternoon session)
$75.00 per full day (full day session)

Preschool Fees
Children who are eligible for preschool are able to attend five sessions (three hours per session) at a cost of $2.00 per session (includes morning or afternoon tea). Lunch care is provided at a cost of $5.00 (includes a hot meal). For children who are accessing a full day (8:45-3:15) or lunch care (11:45-12:15) this is classified as a Child Care session and this is put through the childcare benefit system. We ask all new families accessing the Preschool to contact the Family Assistance Office and have your Child Care Rebate (CCR) sent to the Centre. Should you choose not to get the CCR payments sent to the Centre you will only be entitled to am or pm sessions. (8:45-11:45/ 12:15-3:15)

What to bring
It is important for your child to wear comfortable clothes that are easily washable. Your child will be involved in many activities including play dough, paint, water and sand that require them to get messy and move freely. It is also important for your child to wear comfortable, well fitting shoes. Our Shoe Policy states that children should wear closed-in style or sandals with a heel strap for safety reasons. It is expected that your child will learn self-help skills and become independent when dressing themselves, toileting and hand washing which means we would encourage you to dress your child in clothes that they can easily managed during the daily activities at the Centre.

- A bag clearly labelled with your child’s name
- 1 (full-set) change of clothing (additional if your child is toilet training)
- A hat (bucket or legionnaires type)
- Jacket / warm jumper
- Prepared bottles (if required with child’s name)
- Dummy, toy or comforter for sleeping (if required)

Please apply sunscreen to your child in the mornings before bringing your child to preschool or long day care.
The Centre will supply disposable nappies and wipes for all nappy change routine times for each child and SPF 30+ sunscreen will be applied to your child throughout the day. Should your child require pull ups for toilet training, then we ask families to supply these.

**Please do not bring special items** from home except for essential comforting items. The Centre will NOT take responsibility for personal items brought to the Centre. Please speak to staff if you require any special items to be locked away for security reasons.

All items must be labelled clearly. The Centre will NOT take responsibility for lost items.

**Collection of children and security**

**Arrival of Children**
When children arrive at the Centre, parents/guardians are required to hand over responsibility for care by:
- Greeting educators with the child. Sign the child in on the Centre’s attendance sheet and fill in details on medical sheet if applicable. Place their child’s belongings in the appropriate place.
- Indicate the expected person to collect the child and expected departure time on the day sheet.
- Educators are to comfort distressed children and contact parents if the child is inconsolable after a reasonable period of time, depending on the individual needs of the child or educators.

**Departure of Children**
- Children must be collected from a member of staff by parent/guardian(s) or another nominated adult on presentation of identification. The child must be signed out. When a person other than a parent/guardian collects a child/ren they must be on the Authority to Collect list and be deemed responsible by a qualified staff member.
- Forbes Children’s Centre takes the position that children need to be 16 years or over to collect a child from the Centre.
- When collecting a child from the Centre parents/guardians sign the child out on the attendance sheets. People who are not familiar to staff will be required to show a driver’s license or some other form of identification, preferably with photograph, staff will then check that the person is on the Authority to Collect list. If they aren’t, staff will ring the parents/guardians to obtain consent for their child to be taken and ask that in the future they phone the Centre to inform staff of who will be collecting their child. The parent/guardian is required to sign any reports e.g. illness, accident and collect their child’s belongings.

**Emergency Contact**
Emergency contact names must be included on the child’s information file (local contacts are preferable). Parent/guardian(s) must notify staff of any changes to this arrangement. Parents/guardians will be given a new enrolment form annually to update information. A notification of changes form can be accessed from the parent information hub. Emergency contact will be made for children not collected at the Centre’s 6:00pm closing time, failing this, Crisis Care will be contacted.

**Custody and Access & Absence of a Court Order**
Where a Court Order has been issued regarding custody and access to a child, this must be sighted and noted by the Director at the time of enrolment or issue (if it occurs later). A copy will be placed in child’s file. Staff will be informed of any and all Court Orders by way of updated custody order rundown when required. A copy of this will be placed in the locked filing cabinet with confidential files.
If a Court Order has not been obtained and family circumstances are such that one parent/guardian requests that another does not collect or have contact with their child, the Centre will inform the parent/guardian that their request is not legal and the Centre has no legal right to withhold the child from parent/guardian(s) without a Court Order.
If the parent/guardian(s) that has/have been requested not to have contact with the child arrives, staff will:

- Explain the Centre’s situation due to what has been requested by the other parent/guardian(s).
- Suggest that they make contact with the other parent/guardian(s) and try to discourage the parent/guardian(s) from taking the child without the other parent/guardian’s consent. Attempt to ring the person who brought the child.

**Nutrition**

The Centre aims to develop positive eating habits and provide a wide variety of nutritious, safe and culturally appropriate foods to meet children’s daily requirements while in care.

The Australian Dietary Guidelines with its recommended daily intake suggestion will form the basis of the menu plan. Our Centre will also provide a menu that is also in accordance with Start Right Eat Right (a nutrition program designed for children who attend long day care which provides up to 50% of a child’s daily nutrition needs).

**Foods provided by the Centre**

The selection of foods will be offered to add variety and create interest in the menu. The broad selection will also maximise the opportunity for a balanced intake of vitamins and nutrients. Foods will be selected to reflect a variety of colour, texture, flavour, odour, shape and size etc.

The menu will also reflect a wide variety of nutritious foods, such as:

- Plenty of vegetables, legumes and fruits.
- Cereals (preferably wholegrain), which include breads, rice, pasta and noodles.
- Lean meats, poultry and fish (or protein alternatives).
- Dairy products, which includes milk, cheese, yoghurts or soy products for lactose intolerant children.

Children should not bring food from home unless special arrangements have been made with staff prior. This is to ensure that the nutritional guidelines and policy are adhered too. It also ensures that all children with allergies and cultural preferences are supported. Should your child have food allergies or due to cultural or religious reasons cannot have certain foods, you will be required to fill in a health care plan or special diet form. Please ask staff for this.

The Centre will provide food for birthday celebrations. Please speak to staff to make special arrangements.

**Health and sickness policy**

The Centre does not have the facilities or the staff to care for sick children; therefore children who are unwell or have infections or contagious illnesses cannot be catered for. We ask that you do not bring your sick child into the Centre during the infectious and contagious period. The Centre’s staff team is responsible for advocating for the wellbeing of all children. (Please read our Health and Sickness Policy for further details.)

**Exclusions**

1. Minor symptoms will be verbally reported to parents when they collect their child.
2. Children shall need to be cared for at home where symptoms indicate that the child:
   - may be contagious
   - has a fever of 38oC or above
   - has vomited more than once
   - excreted more than one runny bowel action
   - Has headlice (children will be excluded until appropriate treatment has occurred)
3. Infectious conditions will be handled according to guidelines set out in “Staying Healthy in Child Care” 2005 edition (published and distributed by Department of Health & available to look at upon request). Exclusion periods will be in accordance with this resource’s guidelines.
4. Children may return to the Centre after following the prescribed exclusion described in “Staying Healthy in Child Care” or upon receipt of a medical clearance certificate from a legally qualified medical practitioner.
5. Any persons aware of any current outbreaks of infectious diseases must notify the Centre staff.
6. The Centre will undertake to inform all parents of any current outbreaks of infectious diseases.
7. The Centre will notify the Department of Health of any notifiable diseases.

<table>
<thead>
<tr>
<th>Age</th>
<th>Disease immunised against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>2 months</td>
<td>Diphtheria, Tetanus, Pertussis, Polio, Hib, Hepatitis B, Pneumococcal (refer to note 1), Rotavirus (refer to note 5)</td>
</tr>
<tr>
<td>4 months</td>
<td>Diphtheria, Tetanus, Pertussis, Polio, Hib, Hepatitis B, Pneumococcal (refer to note 1), Rotavirus (refer to note 5)</td>
</tr>
<tr>
<td>6 months</td>
<td>Diphtheria, Tetanus, Pertussis, Polio, Hib (refer to note 2), Hepatitis B (or at 12 months), Pneumococcal (refer to note 1), Rotavirus (refer to note 6)</td>
</tr>
<tr>
<td>12 months</td>
<td>Measles, Mumps, Rubella, Hib, Hepatitis B (or at 6 months), Meningococcal C (refer to note 3)</td>
</tr>
<tr>
<td>18 months</td>
<td>Varicella (refer to note 4), Pneumococcal (refer to note 7)</td>
</tr>
<tr>
<td>4 years</td>
<td>Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella</td>
</tr>
</tbody>
</table>

**Medication policy**

If your child has a medical condition, you are required to provide a Health Care Plan – this plan is completed in consultation with your child’s Doctor. If your child requires medication, please discuss the details with one of our qualified staff, as we have a Medication Policy to follow. All medication must be supplied in its original container with the child’s name and
dosage appearing on the prescription medication label. Parents must also administer the first 24 hours of a prescribed medication e.g. antibiotics.

Please see staff to discuss further information and refer to our Policy Folder.

No paracetamol will be administered by staff. If a child shows symptoms of a high temperature the staff will contact the parents who will be given full details of symptoms. The staff will then request the parent to organise for the child to be collected from the Centre. If a child is not collected within 1 hour the late fee will be charged to cover the cost of a staff member providing 1:1 care for your unwell child.

Curriculum

Our Centre bases its curriculum on the Early Years Learning Framework (EYLF) (the most recent national curriculum for children from birth to five years of age). This curriculum document acknowledges the quality of relationships between children and educators as fundamental to the quality of learning that occurs within early childhood learning environments. When children have supportive relationships they more readily explore their learning environments and engage in experiences that support their development. Our curriculum development process also recognizes children as capable learners. Their ideas, interests and observations are of paramount importance in developing learning experiences (both planned and spontaneous). The Early Years Learning Framework supports children in developing the following outcomes:

- A strong sense of identity including the ability to relate to others with care, empathy and respect;
- A strong sense of connection with and desire to contribute to their world (including respect for the environment);
- A strong sense of wellbeing (including the increasing ability to care for their own health and physical needs);
- Confidence and involvement in learning (demonstrating curiosity, creativity, persistence and co-operation);
- Confidence in effective communication (including non verbal, verbal and written communication).
- Learning is as an interactive process. We implement the curriculum in the context of caring, positive relationships and develop these outcomes through learning experiences that:
  - Provide a range of developmentally appropriate activities and materials;
  - Allow flexibility according to the changing needs and interests of the children;
  - Support inclusion of children with special needs;
  - Provide resources that reflect cultural and linguistic diversity as well as gender equity.
  - Provide a balance of learning experiences including those that offer
    - quiet and active play;
    - indoor and outdoor play;
    - individual, small group and large group interaction,
    - creative expressions;
- Child initiated and adult initiated learning

Behaviour Management

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, are two of those challenges. The staff team has sound knowledge and understanding of children’s social, emotional and cognitive development and support appropriate and effective practices. Our practice reflects the commitment of staff in establishing behaviour management strategies, with children and families, which ensure that children are treated with respect and empathy whilst providing clear guidance and support. Please ask a staff member if you wish to see the Behaviour Management Policy.

Parent involvement

Forbes Children’s Centre encourages parents to actively participate in the care and education of their children. Sharing information about your child is very important in helping us provide responsive care and learning opportunities. Parents are very welcome to also participate in a variety of ways which may include: sharing some of your special talents with the
children, for example cooking, playing a musical instrument, sewing, reading books/story telling, volunteering time for working bees, or just spending time with your child in their learning environment.

You are also very welcome to join the parent management group (Governing Council). This is a great way to have some input into the governance of the care and education programs. The meetings are an important part of the Centre's operating process and includes developing policies, purchasing resources and improving and developing our learning environments. If you would like to be involved please speak to a staff member.

Grievance procedure for parents
Children experience quality care and education when staff work in partnership with parents. We support families with diverse expectations and priorities in the care of their children and therefore communication between staff and parents is very important. Our grievance procedure is as follows to support these conversations:

- Parents are requested to raise grievances with the staff member involved and if required set a time where the matter can be discussed appropriately.
- Parents are required to raise their grievance with the Team Leader, if the previous step does not produce a satisfactory outcome.
- If the grievance is still not resolved the grievance shall be referred to the Assistant Director and/or Director who will research the grievance/situation and work towards reaching a satisfactory outcome for all parties involved.
- Where the previous step does not provide a satisfactory outcome to the parties mediation may be requested from a DECD staff member external to the Centre.

Transitions
Forbes Children's Centre staff members will discuss any changes to your child's care and education and especially before transitioning between rooms. In preparation for your child's move to another room in the Centre, your child will be provided with many opportunities to visit and become familiar with their new room and to form relationships and secure attachments. The timeframe for how long children spend transitioning will be dependant on their individual needs. Children will be introduced to the permanent and casual staff in the room and a handover of information relating to the child will occur. Transition visits may include staying for a meal time, resting or sleeping in the new room, and participating in play and routine experiences (group times). Progressively longer visits will occur once the child settles into the new environment. On notice of their child's transition families will be given information relating to their child's new room. This will include a short feedback sheet regarding the transition process. This is a voluntary questionnaire and feedback provided will be used by the Team Leader to better our transition process.

Schools often offer transition programs for children when starting school. You will need to contact the school that your child will be attending for more information. Please share this information with the preschool staff. They will have discussions with your child that will support their transition also. Our preschool staff also work closely with the staff at Forbes Primary School and often accompany children to support the transition from preschool to Forbes Primary School.

Additional support services
We have a range of professionals either visiting or working at our site that can provide support for children with special needs (i.e. speech pathology and psychology). We also have a range of professionals from other programs held at the Centre who can offer parenting support and connections to other appropriate services in the local area. The Centre acts as an advocate for linking children and parents to the services they need. Available services can be discussed on an individual basis with parents when required.
Students and Volunteers
At our Centre we have volunteers and students who participate at our site to gain valuable hands on experience and training. All volunteers and students have undertaken a criminal history screening through The Department of Communities and Social Inclusion and are never left alone with children at any stage of their practicum. All students and volunteers wear badges so they are clearly identified at the Centre. Should you wish to discuss this further please chat with the Director.

If you require any further information our policy folder is available in the administration area or alternatively you can discuss this with a staff member. We look forward in sharing in the journey with you and your family.

It takes a village to raise a child! African proverb