**Nickis Clever Cookies**



2016

Parent Handbook

57 Cunningham st

Northcote, Vic, 3070

Ph: (03) 9489 9508

Email: admin@nickisclevercookies.com.au

Website: www.nickisclevercookies.com.au

Opening times 7am to 6.30pm

**Welcome to our Service.**

The Parent Handbook outlines important information you will need to be aware of while you are a part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet which you must sign and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

***Our Service has an open door policy. You and your family are welcome to visit the Service at any time.***

**Our Policies -** All our policies are available in the policy folder located on the bookshelf over the sign in sheets desk.

***Please feel free to look and comment on our policies at any time. This helps our centre to provide ongoing best practice principles.***

**Index of Contents**

**Introduction Page 3**

* Dear Parents
* Aims for Children
* Philosophy
* The Program
* The Daily Routine
* Services Offered
* Age Groups
* Sustainability

**Children Page 7**

* Those First Weeks
* Orientation
* What to Bring
* Birthdays
* Clothing
* Belongings
* Possessions
* Lockers
* Guidance and Discipline
* Rest & Sleep

**Parents Page 9**

* Communication
* Hours of Operation
* Notice Boards
* Enrolments
* Court Orders
* Arrival & Departure
* Parent Involvement
* Commencement Fees
* Service Fees
* Accounts
* Late Fees
* Attendance & Absences
* Allowable Absences
* Holidays
* Waiting List
* Notice of Withdrawal

**Health & Safety Page 12**

* Medication
* Asthma
* Sun Protection
* Accidents
* Fire Drills
* Immunisation
* Service Safety by Parents

**Educators Page 13**

* Educators Qualifications

**Conclusion & Important Contact Numbers for Families**

**Introduction**

Welcome to Nicki’s Clever Cookies. Finding a new education and care Service for your child can be a daunting task. At Nicki’s Clever Cookies our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical, aesthetic skills to become competent and confident individuals. And for you as a parent/guardian, feel safe in the knowledge that your child is receiving the best possible care.

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel:

* **Welcomed, recognised, acknowledged and respected by all our Educators.**
* **That your child is really known by, and really knows, the people who care for him or her.**
* **You are given lots of information about what is occurring and are asked for your views.**
* **You are involved in making decisions about your child’s experiences.**
* **You and your child are received and greeted upon arrival.**
* **Your child is happy, secure and engaged.**
* **Your child is not just looked after but really cared for.**

**Contact Persons**

**Approved Provider:** Nicki Gallagher **Nominated Supervisor**: Bree Smith

 **Educational Leader**: Casey Grubb

**Regulatory Authorities**Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below –

**Victoria**

Department of Education and Early Childhood Development

www.education.vic.gov.au/licensedchildservices/

1300 307 415, licensed.childrens.services@edumail.vic.gov.au,

GPO BOX 4367, MELBOURNE VIC 3001

The Australian Children’s Education and Care Quality Authority (ACECQA)

Address: Level 15, 255 Elizabeth Street, Sydney, NSW 2000

Website: [www.acecqa.gov.au](http://www.acecqa.gov.au) Email: enquiries@acecqa.gov.au

Phone: **1300 4 ACECQA- begin\_of\_the\_skype\_highlighting end\_of\_the\_skype\_highlighting (1300 422 327) begin\_of\_the\_skype\_highlighting**

# Education, Curriculum and Learning

We work with an emergent curriculum based on personal child interests and weekly feedback from home. We look forward to regular parent feedback to drive our initiatives. We follow the Early Years Learning Framework as per our Education, Curriculum and Learning Policy.

**Our Educational Leader is**: Casey Grubb

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we are able to provide developmental and educational programs for each group of children.

The Educators will develop a daily program, observe the children in their care and plan their programs according to individual needs.

**Early Years Learning Framework Learning (EYLF) Learning Outcomes:**

**Outcome 1:** **Children have a strong sense of identity**

* Children feel safe, secure, and supported
* Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
* Children develop knowledgeable and confident self identity
* Children learn to interact in relation to others with care, empathy and respect

**Outcome 2: Children are connected with and contribute to their world**

* Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
* Children respond to diversity with respect
* Children become aware of fairness
* Children become socially responsible and show respect for the environment

**Outcome 3: Children have a strong sense of wellbeing**

* Children become strong in their social and emotional wellbeing
* Children take increasing responsibility for their own health and physical wellbeing

**Outcome 4: Children are confident and involved learners**

* Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
* Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
* Children transfer and adapt what they have learned from one context to another
* Children resource their own learning through connecting with people, place, technologies and natural and processed materials

**Outcome 5:** **Children are effective communicators**

* Children interact verbally and non-verbally with others for a range of purposes
* Children engage with a range of texts and gain meaning from these texts
* Children express ideas and make meaning using a range of media
* Children begin to understand how symbols and pattern systems work
* Children use information and communication technologies to access information, investigate ideas and represent their thinking

**Parent Teacher Interviews**

**March and November formal parent teacher interviews are conducted. This is a sharing experience between parent and educator to help us better cater for all children.**

***Parents are also welcome to meet with the Director and / or Staff at any stage should you wish to discuss your child.***

If your child’s Educator feels there is an area of concern, they will inform you and advise where help may be sought. We are aligned with specialist support units to assist when necessary. It is always your decision to follow this up.

Nicki’s Clever Cookies Philosophy

|  |  |  |
| --- | --- | --- |
| C | Communication | We work together with families and encourage ongoing communication to build valuable partnerships. |
| L | Love | Is in everything we do at Nicki’s, it is evident in all relationships that are formed here. |
| E | Education through play | Children learn at their own pace, about the world around them through play-based activities. |
| V | Value high expectations | We see our children as competent and capable. They are encouraged to think creatively and make decisions for themselves so they become enthusiastic, independent learners. |
| E | Enjoyment | Everyone at Nicki’s finds enjoyment through fun and meaningful interactions and experiences. |
| R | Relationships | Relationships are embraced and children develop skills to be social beings, making sustainable friendships. We also believe establishing truthful, genuine, respectful and open relationships with families creates a sense of belonging for the child |

|  |  |  |
| --- | --- | --- |
| C | Community | We are passionate about our community. Nicki’s is a place where children's sense of wonder, curiosity and creativity is fostered so they can explore and question their world safely and confidently. It is a community of learners.  |
| O | Opportunity | For staff to express themselves, be further educated and be part of the team. |
| O | Our Family | We show love and respect for each other. We consider each other family. |
| K | Knowledge | We have in depth knowledge of individual children and their families thanks to parent input, relationships, observation skills and many children attending since they were babies. |
| I | Inclusive | We have such a variety of culture, gender, age and abilities within our staff, children and families. We embrace and honor these differences, encouraging inclusion and acceptance of everyone. |
| E | Evolving | Nicki’s Clever Cookies staff are continually evolving their philosophies and practices through new knowledge obtained by attending professional development courses. |
| S | Safe and secure | Staff have a strong awareness of the environment and its risks at Nicki’s. It is important to us that parents feel secure in the knowledge we aware of the individual child and their needs. |

# The Daily Routine - Although the routines of each room and age group will vary, the same aspects are contained in each. We endeavour to provide a home and family environment at the Service where the children feel comfortable and secure at all times and our daily routines reflect this.

Throughout the day the children will be experiencing a number of different activities which are part of the educational and developmental programs operated by all of our Educators.

Each room will display their routine in the rooms and these are available for parents to read and questions regarding this can be answered by the appropriate Educators. In place are both summer and winter routines, which adapt to weather conditions.

# Services Offered

*Long Day Care, Pre-school Program, Special Needs Catered For*

*Breakfast, Morning Tea, Lunch, Afternoon Tea*

**Age Groups -** The Service boast multiple size rooms per age group creating a home like feel typical of our local area:

* 3mon - 3years
* 3years - 5 years

**Sustainability** – Nicki’s Clever Cookies has been slowly embedding sustainability practices into the centre. Over the last few years we have been installing timer hand washing taps, switching from Fluorescent globes and replacing items when possible with high star energy ratings. For the children we have a worm farm, vegetable garden and many of our supplies and resources are from recycle centres or the natural environment.

 In 2015 we have switched to eco-friendly nappies and now using Bokashi Composting systems which are a great way of discarding food scraps and provide a valuable learning experience for Children in how food breaks down naturally. With limited garden space at the centre to dig these composting food scraps we ask parents to assist us and volunteer to take a full bucket home and dig into their garden with your child.

The educators also incorporate sustainability teaching into the everyday program so expect your children to teach you a few things!!

**Children**

**Those First Weeks**

The introduction into long day care can be difficult for children and parents. Children’s welfare and happiness are the priority for Educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that family’s needs will vary greatly in the orientation process and individual needs will be met as best is possible.

The following outlines some helpful hints for parents on settling their child into care:-

* Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
* Ease your child into care with short stays to begin with.
* Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
* If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
* Interactions between Educators and parents or Educators and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
* Try to talk at home about child care. Mention the names of the Educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
* Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.
* When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes, if a child is upset, only confuses them. Reassure your child that everything is alright and you will return later, this can help them to settle.
* It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and giving them to an Educator or sitting down with them for a short play or reading a book together then leaving.
* At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

**Orientation**

We offer a comprehensive orientation process because leaving your child with us needs to be something that you are both happy and comfortable doing. We have minimum 2 week orientation which consists of a minimum 2 days:

Week 1: 1 x visit with a parent, 1 x orientation care of up to 4 hours for just a small cost

Week 2: 2 x orientation care (or more)

We will work with you on the number of days and times once your enrolment is confirmed.

**What to Bring**

* A change of clothing that is weather appropriate (younger children- especially those toilet training- will need extra changes)
* A hat – a full brimmed wide hat.
* A security item for rest time.

**Birthdays -** Your child’s birthday is a special event in his/her life. To celebrate your child’s birthday, **we will make a cake and you are welcome to come and have afternoon tea with us.**

**Clothing -** Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during their play period and should be unimpaired by clothing. While paints, etc will come out in the wash, accidents do happen so it is best to send the children along in their “less than good clothes”. Young children enjoy and need “messy” play with paint, clay, sand, water and mud.

The Service will only have a limited supply of spare clothing. Please supply at least one change of clothing and underclothing in case of accidents, for 3-5 year olds. Please ensure that toddlers have about three complete changes of clothing and plenty of training pants.

**Please mark your child’s clothing and replace name tags if they fade in the wash**. **Ensure clothing is weather appropriate.**

Soiled clothing will be send home in our ‘Smelly bags”. These are to be washed and dried and returned ASAP. This is way to reduce our plastic bag usage as part of our sustainability program.

**Clothing safety**

**Please do not dress your child in clothing with cords e.g. shorts, hats etc. As these have the potential to become caught on equipment and may cause serious harm to your child.**

**Belongings-** Please ensure all belongings are clearly labelled such as dummies, clothes etc. Lost property will be displayed for parent collection in the hallway. Parent co-operation in labelling assists the Service in keeping your child’s belongings together.

**The Service discourages toys from home and we will not hold any responsibility for any personal belongings.**

**Possessions-** A soft toy or security item are acceptable for rest time. It is appreciated if personal possessions are not brought to the Service e.g. toys etc. Any possessions brought must come entirely at the parent’s own risk with regards to breakage or loss.

**Lockers-** Each child is allocated a locker. Please place bags etc in your child’s locker. If your child attends less than five days per week, they will share their locker with another child.

# Guidance and Discipline

Educators follow a Behaviour Guidance Management Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others and for property and respect for self.

The policy aims are:-

* To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
* To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.
* To encourage the individual social development of each child.

**Rest and Sleep-** routine vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide matts for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child’s rest needs with Educators. Adequate areas of quiet play will be available for all children at all times of the day.

**Parents**

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel

**You are given lots of information about what is**

**happening and you are asked for your views**

**Communication Communication Communication**

**What is the best way to communicate with you?**Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child. We have many types of communication we use for families in the Service just like you.

**Confidentially and Discretion -** Information received through written and spoken communication with families will be treated with discretion. Please see Privacy notice further in this booklet.

At any time if you require a **private discussion with our Educators**, please inform us. This can happen face to face or by phone.

**Ways we will be communicating the events of the Service by:**

* Face to face verbal interactions at arrival and departure times.
* Emails to all parents regarding events, reminders and notices.
* Regular newsletters which will be sent home via email once a month.
* A notice board where various messages and notices are displayed advertising current issues and upcoming events.
* Regular parent meetings are held where parents can raise any issues or topics they feel relevant and contribute to decision making.
* Questionnaire online via survey monkey
* Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).
* We have room blogs that we endeavour to update daily on the children’s day. (private)
* Our Nickis Clever Cookies Facebook site (public)
* Our Parent Forum Blog (private)

**Communication and Educators**

**What can you expect from Educators? -** Educators will make efforts to communicate effectively with families.

* Educators will inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
* Educators will share with children’s families some of the specific interactions they had with the children during the day.
* Information on children’s eating and sleeping patterns at the Service will be provided to families through verbal communication and through the room sign in sheet.
* When families and Educators make a joint decision that affect children’s progress, interest and experience, a record will be kept in the appropriate form. (These may include new events like toilet training.)

***Please feel free to contact us at any time in person, by phone or email to*** *discuss your child’s progress, relationship, interest and experiences.*

# Grievances, Complaints and Feedback - If for any reason you are not happy with the Service’s level of care or care environment we want to know immediately. You can discuss this with Educators or formally write a letter. When any matter is raised the Service will be following our Grievance Procedure Policy. All Service policies are made available to parents. Positive feedback is most welcome too.

**Hours of Operation -** Service hours are from 7am to 6.30pm, Monday to Friday, 52 weeks per year. The Service is opened for **11.5** hours per day.

**Priority of Access -** Please refer to our Enrolment Policy for more information about the Department of Education, Employment and Workplace Relations’ (DEEWR) requirements for Priority of Access.

**Court Orders** - Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting your child.

**Arrival and Departure -** For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with Nominated Supervisor. **Signatures and times are important and we can be penalised if there is a child on site without signature of entry or departure. We also use these forms during an evacuation for head counts.**

**Parent Involvement -** This is vital to ensure maintenance of a quality service. Your contribution of ideas, experiences and skills are welcomed and greatly valued. You may be able to share your skills and experiences in Music, Craft, Cooking and Storytelling etc to enhance your child’s program at the Service. Please complete your availability or what you can offer the Service on the enrolment form.

Parents are welcome to visit or call the Service at any time. If you have any talents or hobbies, we welcome and encourage to please share them with the children.

If you have any concerns, please see your child’s teacher or the Nominated Supervisor. We have a grievance policy and procedure if you would like to formally raise any concerns

**Commencement Fees -** If commencing more than 4 weeks after position is offered, you will asked to pay a **$250 non-refundable** holding depositfor your position.

**Service Fees (2016 rates)**

* $110 per day for under 3 years
* $108 per day for over 3 years

It is Service’s policy that all accounts are to be paid 2 weeks in advance.

**Otstanding Accounts will be subject to care being cancelled.**

**Accounts -** Any change of financial income will alter your fee structure, please advise our Service and FAO (13 6150) if this occurs. Payments can be made via Ezidebit, direct deposit and Eftpos located in the office. Should your family circumstances change or you are having difficulty paying your fees please contact either Bree or Nicki to see if any assistance from us can be provided.

# Child Care Benefits- A family subsidy (Child Care Benefit) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents’ taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year. Every family regardless of their income is entitled to this assistance. For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

**Late Fees-** If your child is collected from the Service after 6.30pm, you will be charged a late fee which is $15.00 first 10 minutes or part of. $1.50 per minute after 6.10pm. This will be added onto your account.

**Attendance and Absence -** Once a child is enrolled at the Service, payment of fees must be continued during the child’s absence for illness, **public holidays**, holidays, etc. When a child is absent for any reason we must be notified. The Service is open for fifty two weeks per year; the only period during which we are closed is Public Holidays. Dates will be advised.

HOLIDAYS: You are entitled to 4 weeks half price holidays provided 2 weeks advanced notice is given. This is pro-rata, 1 day attendance = 4 holiday days, 2 days = 8 holiday days, 3 days = 12 holiday days, 4 days = 16 holiday days and 5days = 20 holiday days.

ADDITIONAL DAYS: We will often have days available due to sick leave or annual leave that are available for you to have a much needed “Me day”. Contact the office re possible availabilities. (Normal day charges)

**Allowable Absences -** Refer to DEEWR for allowable absences, Usually 42 days per year where rebates will be applied to your fees. We recommend getting a medical certificate for your child if they are off sick and attend more than 3 days per week.

**Re-enrolment:** existing clients will not be automatically enrolled from year to year. Nicki’s Clever Cookies new Parents are required to re-enrol yearly and these will be taken on a strictly first in first placed basis. This allows us to strengthen our service in several ways.

1. Firstly we are better able to meet our kindergarten access obligations in accordance with the national early years learning framework, for a compulsory 15 hours a week, 40 weeks a year program delivered by a qualified early childhood teacher.
2. Secondly we are bound to take into consideration parents seeking care fitting the criteria of (families at risk). The “Priority of Access” laws are divided into three levels determining families at risk that are to take immediate precedence of highest priority for enrolment under the Australian Government – Department of Human Services Legislation.
3. Finally the numbers of children confirmed as enrolled at the centre allow us to continually provide the highest standard of staffing and planning to better cater for all children all year around.

**Waiting List -** When our rooms have full enrolment, children’s names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days to other days, this can be effective immediately provided the group enrolment is not full. If it is full the child’s name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list does give priority to working parents as per Priority of Access Guidelines.

**Notice of Withdrawal -** When leaving the centre you are required to give 4 **weeks**’ notice. Changes to days will only require 2 week’s notice.

**Health & Safety**

The Service provides a healthy and safe environment for children, Educators and families to grow and develop in – as such the Service has a health and safety and hygiene policy regarding illnesses and medications. Children with contagious illnesses are required to be kept at home and a doctor’s certificate must be presented to show that the infection cannot be passed when the child returns to the Service.

**Food Allergies**

* **We are an allergy aware Service.**
* **Please inform the Nominated Supervisor if your child has any allergy.**

**Illness - NO CHILD will be admitted with obvious signs of any highly contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. Children who are not immunised will be required to be exempt from the Service.**

**Medication**

Educators will be able to administer medication to children who are recovering from illness.

* A medication form must be completed and signed by parents before any medication will be given. All prescription medication must be prescribed for your child and not another family member- unless stated otherwise by a doctor’s certificate.
* Medication must be in date and in its original packaging.
* The medication must be handed to an Educator to store in a locked container in fridge. Please DO NOT leave medication in your child’s bag.
* The Educator who gives medication requires a medication form to be completed by the parent, e.g. tablets, mixture, creams.
* Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

**Asthma -** The Service aims to provide a safe environment for children who have asthma. It is Service policy that an “Asthma Record Plan” be completed by parents/guardians in consultation with the family doctor. It is also a requirement that the record plan be reviewed by your family doctor annually or as circumstances change. This must be completed and returned before enrolment commences. These will be available at the time of enrolment. The Asthma record must be re issued every 12 months and we will ask you to please organise this. We require this by Law and expect that you will assist us in providing the documentation when required.

**Sun Protection -** Our Service’s policy is “no hat, no play”. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be named. The most suitable hat is one, which shades the ears and neck, as research is showing a high incidence of skin cancer on people’s ears.

**Accidents -** In case of an accident or illness occurring at the Service, the Nominated Supervisor will contact parents if deemed necessary. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An incident report will be filled out, outlining the accident and signed by the Educators who observed and administered first aid, as well as any witnesses. The Nominated Supervisor’s and parent’s signature will also be required.

**Emergency Drills -** Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Also Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be in every room.

**Immunisation** – From 2016 it is mandatory for all children in childcare to be immunised. We will only accept unimmunised children if Government Approved exemption is provided.

**Caution:**

* Cars parks are dangerous places for children, always hold children’s hands when arriving and leaving the Service
* Never leave a door or gate open.
* Never leave your children unattended in a room.
* Children are not permitted into the kitchen.
* Please keep the front car spaces free for Drop off and Pickups only. Full day car parking on Ross St Only.
* Do not keep Valuables: Handbag, laptops etc visible on the front seat, we occasionally will have theft issues.

**Workplace Health and Safety Feedback -**We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practises, the safety of building and equipment or general WHS, please contact the Nominated Supervisor immediately.

**Educators**

**Suitable qualified Educators are employed in all age groups and the child Educators ratios are adhered to according to our legal requirements. All Educators will have their Level 2 First Aid Certificates (updated every 3 years), Asthma Management Certificate (updated yearly) Anaphylaxis Emergency Management and Epi-Pen Use ((updated yearly).**

**Current Working with Children Checks are mandatory for all adults, staff and regular visitors to the centre.**

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

**Our Team of Educators**

  

Nicki Gallagher Bree Smith Claire Miller

**Licensee** **Nominated Supervisor Educational Leader**





Claire Miller Caterina Hannon Stephanie Waghorn

**Room Leader Room Leader Room Leader**



Bernadette Smedley Genine Go

**Room Leader Room Leader**

**Conclusion -** We guarantee your child will have a happy, safe and secure relationship with the Service and its Educators and that the time he or she is in our care will be positive and fulfilling.

**Important Contacts and Information for Families**

The Service provides families with current information on child and family resources and services accessible in the local community. Please ask for our resources we keep on site or any services that we use or could recommend.

**ACECQA is the new national body ensuring early childhood education and care across Australia is high quality**

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| --- | --- |
| **Address:** | **Level 15, 255 Elizabeth Street, Sydney, NSW, 2000** |
| **Postal Address:** | **PO Box A292, Sydney, NSW 2000** |
| **Email:** | **enquiries@acecqa.gov.au** |
| **Phone:** | **1800 181 088** |

**Family Assistance Office**

Phone: 13 6150

**Australian Childhood Immunisation Register**

Phone: 1800 653 809

**Local Contacts**

**Maternal and child health**

Northcote 1 : 03 9481 9573

Northcote 2 : 03 9481 9574

**Royal Institute for Deaf and Blind Children**

**Melinda Lloyd**

02 9872 0826

**Emergency Services**

**Police, Fire, Ambulance**

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**RCH Hospital**

03 9435 5522

**Darebin Immunisation Clinic**

Ph: 03 84708562

**Informative Websites For Parents**

**Raising Children Network**

The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering **children** aged 0-8 years.
**www.raisingchildren.net.au/**

**Better Health Channel -** quality consumer health information quality-assured, regularly reviewed, health and wellbeing information and services. This site is sponsored by the State Government of Victoria

[**www.betterhealth.vic.gov.au/**](http://www.betterhealth.vic.gov.au/)

**Family Skills, Interests and Talents -** We welcome all family members to our Service and we encourage when possible for families to be involved in your child’s program. There are many ways for your family to be involved. We understand that our busy lives can’t always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

**Your Occupation -** Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby. Everything parents do interest children and these talks are the best educational resources you can provide for the Service. After occupational discussions we use it in our programming and the ideas explored from parent talks can last for weeks.

**Your Home Culture -** Your home culture is most welcomed in our Service, we would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

**Reading (especially good for grandparents) -** Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

**Useful Junk** - We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk re-hygiene and allergy) paper or anything interesting form your work is much appreciated.

**Family Photos –** Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a copy of your family for us to display in the room.

**Suggestions**

Twice yearly we will conduct online Parent satisfaction surveys using Survey Monkey. We value and appreciate your feedback and hope you will participate in these.

If you have any other suggestion or idea on how we best can work together in the Service and together with your child’s program please let us know Bree and Nicki will happily take emails, phone calls or appointments for suggestions.

**Remember -** When your family becomes involved with the Service, no matter how small or big your involvement your child will be experiencing the connection between home and our Service.

Privacy notice

***UPDATED October 2015***

**For the purpose of this notice**

***'Personal information'*** means any information or opinion about an identified, or reasonably identifiable, individual.

***'Sensitive personal information'*** means any information or opinion about an individual's racial or ethnic origin, political opinion or association, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices, trade or professional associations and memberships, union membership, criminal record, health or genetic information and biometric Information or templates.

The collection of personal information by Nicki’s Clever Cookies is solely for the purposes of assessing your application for a childcare place at our centre. If the relevant personal

Information requested in this form is not provided by you, we will be unable to assess your eligibility to access care at our service or your eligibility for any available childcare assistance support or funding that may be, or become, available.

 The information that you provide us may be disclosed to relevant National or State based agencies for regulatory or compliance purposes provided the disclosure is consistent with relevant laws, in particular the *Privacy Act 1988*.

All personal or sensitive information you entrust to us will be used, stored or disposed of as necessary in accordance with the Privacy Principles.

*Staff prefer that this is completed during the first few orientation days with the primary staff member. Please bring with you.*

*Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service.*

***Family name***

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Parent's full name****:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Child/(children)’s name***

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) would be happy to share with the program and Service.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Communication**

Please indicate the best way to communicate with you:

* Newsletter
* Phone calls to your work
* Emails
* Letters
* Face to face

*Please Remember*

**We encourage family participation and involvement in the Service.** This allows you to see firsthand what we do, your child sees that there is a connection between home and the Service.

We welcome your feedback and view **“Feedback As A Gift”**

**Parent Input for Individual Program**

Child’s Name;\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Date of Birth: \_\_/\_\_/\_\_\_\_

Days attending:

* Monday
* Tuesday
* Wednesday
* Thursday
* Friday

What time will you be arriving and returning to the Service?

(Estimates only, we understand some mornings may differ)

Am:

Pm:

What will help you and your child say good bye to each other in the morning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Family Information – type of family and names (parents/siblings/extended family living together/blended family)

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Cultural background of family members – immediate and extended:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Languages spoken at home (this included “special” words your child uses for a particular items e.g. dummy-boo boo)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Family preferred care giving strategies – any strategy in particular that you see that works for you and your child in relation to particular situations (e.g. at meal times, when your child is upset, during and after a tantrum)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Routines - toileting, sleep, rest, nappy changes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there any special Instructions for nappy changes? Yes/No

If yes please explain

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will we know when your child is tired?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What helps your child fall asleep?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does your child wake? Quickly, slowly, do they like to be taken from cot immediately? Or stay for a while?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Health/Medical History
Refer to Enrolment Form

Special Needs Information (in relation to your child’s development and/or care required for your child)

Refer to Enrolment Form

Likes/Dislikes (in relation to food, play, routines – anything you can think of)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Here is the opportunity for you to offer us input into your child’s individual program. Your input is important to us, and your child’s program, because children often display differing behaviours, skills, and interests between home and Child Care. Your input provides us with more pieces of the puzzle in relation to getting to know your child and therefore planning appropriate experiences for them, which they will learn from and enjoy.

1. What do you feel are your child’s current needs? E.g. toilet training, development of social skills, expansion of vocabulary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How could we assist your child in these areas?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are your child’s current interests?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we foster these interests at the Service?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you feel are your child’s strengths at this point in time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we provide further development of your child’s strengths at the Service?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Payment***

Terms of Payment a strictly 2 weeks in advance.

A cancellation fee may apply at the discretion of the Childcare Centre

The Parent/Guardian agrees to pay outstanding childcare fees and cancellation fees where applicable together with all debt recovery expenses including mercantile agent fees, court costs and legal fees reasonably incurred by the Childcare Centre.

In the case of a default, the parent/guardian acknowledges that any enrolment information specifically required for the purpose of debt recovery and identification of individuals in default may be forwarded to Legal & Commercial Recoveries for legal recovery action.

I understand that in the case of a default on payments for childcare fees, enrolment details may be listed on the National Default Registry for a period of six (6) years and 30 days or until paid. Other care providers may access this information at the time of enrolment.

The Parent/Guardian acknowledges that care may be refused in the case of a default.

In the event that the Parent/Guardian is experiencing financial hardship it is the responsibility of the parent/guardian to contact the centre director to discuss a special payment plan.

*I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.*

*Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Dated: \_\_\_\_\_\_\_\_\_\_\_*

*Have you completed the orientation evaluation*

 *Yes No*

**Orientation Satisfaction Survey for New Parents**

**Quality Area 6: Collaborative partnerships with families and communities**

**Standard 6.1:** Respectful supportive relationships with families are developed and maintained

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

At Nicki’s Clever Cookies we are continually committed to improving the ‘early childhood’ experience for you and your child/children. To do this properly we need to know how you feel and then respond swiftly to your suggestions.

When convenient please complete the following survey. The information will be used to critique the Service’s initial orientation process.

**A rating of ‘1’ meaning: needs improvement and a rating of ‘5’ meaning: outstanding.**

Relevance of information provided in the orientation package: 1 – 2 – 3 – 4 – 5.

Relevance of information provided verbally: 1 – 2 – 3 – 4 – 5.

Staff friendliness: 1 – 2 – 3 – 4 – 5.

Staff punctuality: 1 – 2 – 3 – 4 – 5.

**Please answer Yes or No to the following:**

Were you provided with sufficient information prior to orientation? YES or NO

Were you shown thoroughly through your child's room? YES or NO

Did the Service/room feel welcoming? YES or NO

Was there adequate time made for you and your child for orientation? YES or NO

Were you introduced to your child's Educators? YES or NO

Were you introduced to all staff members? YES or NO

Were you given an opportunity to ask questions? YES or NO

Were your questions adequately answered? YES or NO

Were you shown the location of the room’s program & day journal? YES or NO

Were you given adequate suggestions on settling your child? YES or NO

Did Educators support you when leaving your child? YES or NO

Were you shown the signing in and out requirements? YES or NO

Were you provided with an Information Booklet? YES or NO

Did you find the information in the booklet useful? YES or NO

Overall rating of the orientation and transition experience: 1 – 2 – 3 – 4 – 5.

1. Please identify 3 areas that could be improved:

|  |
| --- |
|  |
|  |
|  |

1. Please identify 3 areas that met your needs:

|  |
| --- |
|  |
|  |
|  |

Thank you for your assistance.

# Orientation checklist for parents and admin to complete

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Item checklist | Adminsign | Parent sign | Room sign |
| Enrolment form |  |  | × |
| Fee payment forms/options |  |  | × |
| Birth certificate |  |  | × |
| Immunization |  |  | × |
| Communication options |  |  |  |
| Blog sign up paperwork |  |  |  |
| Staff introduction |  |  |  |
| Orientation options discussed and planned |  |  |  |
| Daily timetables and programs discussed | × |  |  |
| Informed what to bring, special items, labelling items | × |  |  |
| Policies, parent information |  |  |  |
| Drop off and Pick up |  |  |  |
| Checking on your child |  |  |  |
| Menu discussed |  |  |  |
| Daily sign in |  |  | × |
| Door code |  |  | × |
| Email added to contacts and group distributions |  |  | × |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Admin: To be filed with enrolment form.