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PARENT'S HANDBOOK

PUTNEY PLAYGROUNDS KINDERGARTEN

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putneyplay@optusnet.com.au

Ages: 2-6 years

Hours of operation 8.00am-5.00pm

Centre director/Nominated Supervisor: Samar Khalaf



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SECTION 1-ABOUT PPK



WELCOME

Welcome to Putney Playgrounds Kindergarten. We recognise that deciding to place your child into day care is an important one and we aim to make it a positive experience for both you and your child. For this reason we have an open door policy, you are welcome to visit PPK and observe the daily routines of the children and talk with the staff and director.

This information booklet is designed to give you an overview of the programs and services provided to assist you and your child in the preparation for starting at Putney Playgrounds Kindergarten.

PPK is a privately owned Long day care centre registered for 36 children daily. We offer full time and part time care for children aged 2-6.

The policies and information in this booklet have been developed with staff, committee and families to ensure that PPK philosophy is reflected in the day to day operations, whilst ensuring that the government legislations and regulations are being met.

PHILOSOPHY

At Putney Playgrounds Kindergarten we provide a safe, friendly, caring and multicultural environment. We aim to cater for the needs and interests of children, staff, families and the wider community. When children feel safe, secure and supported they grow in confidence to explore and learn. (EYLF, 2009).

Our philosophy is influenced and based on the sound principles of the Early Years Learning Framework (EYLF) for Australia. In accordance with this curriculum we aim to extend and enrich children's learning until their transition to school. A specific emphasis is placed on play based learning and the importance of communication, language, social and emotional development (EYLF, 2009).

At Putney Playgrounds Kindergarten we believe that children learn best when the curriculum is connected to their everyday lives and interests. It is for that reason that our program is heavily influenced by children's interests at that time. We believe play provides opportunities for children to learn as they discover, create, improvise and imagine. (EYLF, 2009). We believe by providing children a safe, stimulating and caring environment that they will feel confident to solve problems and empowered to learn. We aim to provide children with the skills to be aware of their own feelings as well as those of others. Children are taught to respect and nurture the natural environment through relevant activities and health and hygiene practices are modelled and encouraged.

We value the role of families and invite them to be a part of our centre's daily program and practices. We have an open door policy which enables parents or family members to include themselves anytime. We value the individuality of every family and what they contribute to our centre.

We believe that it is important for educators to build on their professional knowledge so that they are co-learning with children, families and the community. When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly (EYLF 2009). We believe that educator's positive interactions with children are the most important part of their role but appreciate that children also need personal space and quiet moments. As professionals we assess what happens in our setting and reflect on what needs to change.

REFERENCE

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

STRUCTURE of PPK

2 year olds-Joey's

3 year olds-Possums

4-5 year olds-Wombats

The joes and possums are grouped together and spend some time separated into age groups.

Each group has age appropriate programs based on the children's strengths and interests. We believe that this is the best way for children to learn and develop and with the support of caring adults they will achieve success. The centres philosophy, goals and policies form the basis for our planning and programming.

The program and daily routine are designed to accommodate the needs of both children and staff. They are displayed for parents to view and gain insight into what we do through the day. Parents are also encouraged to contribute to the program.

POLICIES AND PROCEDURES

PPK reviews its policies and procedures annually with the assistance and input from educators, families, parent committee and management. All policies are linked to the NQF and the national regulations. Parents can access the policy manual in the parent information section of the foyer. There is also a copy in the office. Every month there is a policy on display to be reviewed by parents and amended if necessary. The policy manual consists of the following policies;

1. Administration of authorised medication policy
2. Acceptance and refusal of authorisations policy
3. Additional needs policy
4. Animal and pet policy
5. Bush fire policy
6. Chemical spills policy
7. Child protection policy
8. Continuity of education and care policy
9. Cystic fibrosis policy
10. Death of a child policy
11. Education curriculum and learning policy
12. Educator and management policy
13. Emergency management and evacuation policy
14. Emergency service contact policy
15. Enrolment policy
16. Environmental sustainability policy
17. Excursion policy
18. Family law and access policy
19. Fees policy
20. Food nutrition and beverage policy
21. Health hygiene and safe food policy
22. HIV AIDS policy
23. Immunisation and disease prevention policy
24. Incident, injury, trauma and illness policy
25. Infectious diseases policy
26. Lockdown policy
27. Medical conditions policy
28. National quality framework policy
29. Orientation for children policy
30. Parental interaction and involvement in the service policy
31. Photography policy
32. Physical activity promotion policy
33. Physical environment (workplace safety, learning and administration) policy
34. Policy and procedure review policy
35. Privacy and confidentiality policy

36. Record keeping and retention policy
37. Relationships with children policy
38. Sand pit policy
39. Sleep, rest, relaxation and clothing policy
40. Social networking usage policy
41. Staffing arrangements policy
42. Technology usage policy
43. Tobacco, drug and alcohol policy
44. Transportation policy
45. Unenrolled children policy

SECTION 2- MANAGEMENT

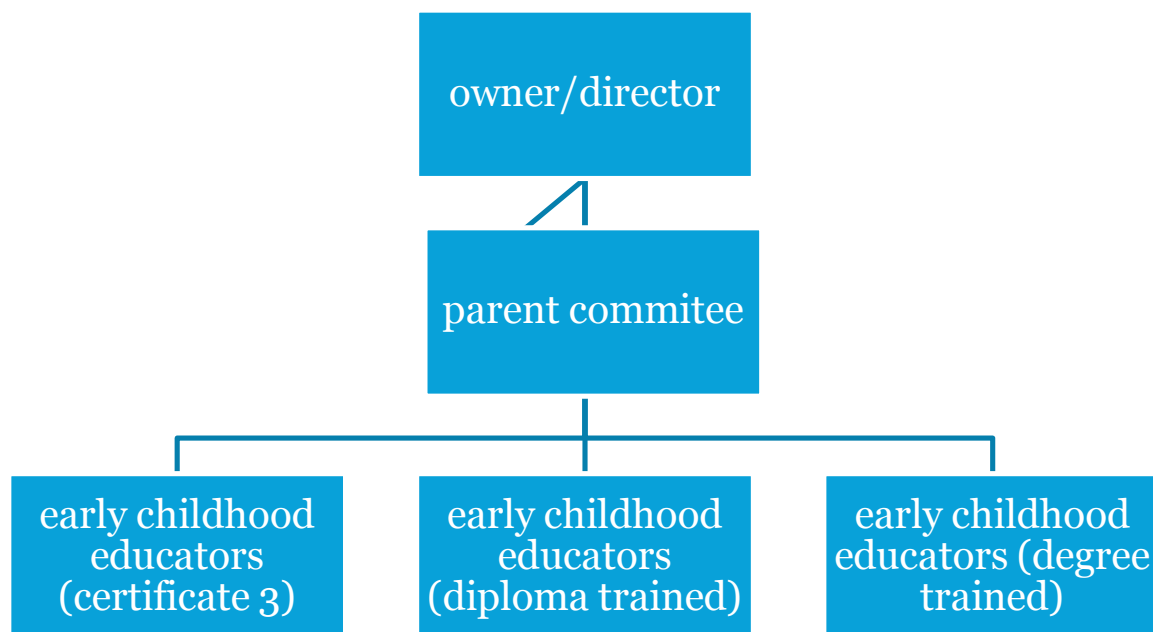


ORGANISATION CHART

The owner and director is responsible for the overall operation of PPK, but works in collaboration with staff and a volunteer parent committee to ensure that the running is consistent with our philosophy and government regulations. The committee meet once a month to discuss any issues and make decisions.

EDUCATORS

PPK employs staff with varying degrees of qualifications, including degree trained, diploma trained and certificate 3, which brings a variety of experience and knowledge to the children.



We have a small team of staff which ensures continuity of care for our children. We have regular casuals that are also familiar to the children. We also employ a teacher who specializes in children with special needs. She is at the centre 2 days per week.

All staff are passionate about child care and are professional towards each other, parents/guardians and children. They recognise the importance of confidentiality when communicating with parents/guardians.

Staff are encouraged to participate in further education and development to maintain their enthusiasm, contribute to the kindergarten and develop their own careers.

Care givers are flexible in day-to-day routines maintaining a secure environment. We have a set roster which only varies marginally, this is another way in which continuity of care is maintained.

STUDENTS AND VOLUNTEERS

Throughout the year students from TAFE and university will attend PPK as part of their studies as well as volunteers.

Students are always supervised and parents will always be notified when they are at the centre. They are never counted in the ratio and parents will need to sign a permission slip for the student to observe their child. Staff views students and volunteers as a positive experience for the children at PPK.

WAITING LIST PROCEDURE AND PRIORITY OF OFFER

On inquiry, a waiting list form can be filled out. No waiting list fee is ever charged at PPK. The director will inform the parent with offers of the next available care.

Within PPK priority is given to siblings of existing families and then children on the waiting list in the order that their name was put down. There are also Government guidelines for allocating places. These guidelines are the following:

Priority 1-a child at risk of serious abuse or neglect

Priority 2-a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the New Tax System (family assistance) Act 1999

Priority 3-any other child

Within these main categories priority should also be given to the following children

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families of low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

ENROLMENT

Upon enrolment a one-off administrative fee of \$150 needs to be paid as well as 4 weeks fees. 2 weeks fees will be credited to your child's first 2 weeks of care and the other 2 weeks will be held until your child finishes at the centre. If you cancel your enrolment before your child commences at PPK, then you will lose the one-off administrative fee and the 2 weeks bond.

Prior to commencement we encourage 2 or 3 visits to the centre for around an hour where the child participates in the routine of the day. This will help the child become familiar with staff and surroundings.

4 weeks' notice must be given if your child is leaving the centre.

Prior to, or on the day of commencement the child's enrolment form must be complete including immunisation papers. It is important that you contact the Family Assistance Office to activate your child's CRN. If it is not activated you will not be able to claim your 50% rebate.

FEES

Fees must always be kept at least 2 weeks in advance and can be paid weekly, monthly or fortnightly. They can be paid by cash, cheque or Credit card.

Fees are to be paid for your child's position at all times. If your child is absent due to illness, holidays or any other reason their position must be paid for except for the 4 weeks at Christmas when the centre is closed.

Extra days may be provided as long as there is a position available due to someone being away due to illness or holiday.

Please ensure that your child is picked up by 5pm. A late fee will apply.

Short day 3-5's (9am-3pm only)	\$115.00
Long day 3-5's	\$119.50
2-3's	\$126.00

OPERATING HOURS

PPK is open from 8.00am-5.00pm 48 weeks per year. It closes for 4 weeks over the Christmas period. Parents will be notified each year of the exact closure dates. Fees will not be charged for the Christmas closure. PPK closes for all national and state holidays and fees are charged for these days.

PARENT GRIEVANCES AND HANDLING OF COMPLAINTS

We welcome parent comments and concerns in any area of our service. We encourage parents to speak with us about any concerns they may have and ways they feel would help us to improve our centre, or the delivery of our service.

1. Speak with your child's educator, an uninterrupted time can be arranged.
2. If you are not satisfied with the outcome, then arrange a time to speak with the director.
3. The family may go directly to the director if they do not wish to discuss an issue with the staff.
4. Families can write a letter and place it in the fees/suggestion box.

There are a number of ways in which concerns can be resolved informally. Through verbal communication most issues will be resolved however, parents can document concerns in a more formal manner if necessary.

A parent grievance form will be completed and a plan of action will be formulated, whereby a follow up and evaluation is carried out. If the issue has not been resolved or a common agreement reached, the parent is able to lodge a complaint with an external body such as Department of community Services or the Privacy Commission. For more detail relating to the parent grievance, please refer to the centre policy.

SECTION 3-PLANNING



EARLY YEARS LEARNING FRAMEWORK (EYLF)

The Early Years Learning Framework is a document that was developed for educators in 2009. Its aim was to extend and enrich children's learning from birth to 5 years and through the transition to school (Department of Education, Employment and Workplace Relations (DEEWR), 2009).

This document, developed by the Australian government, provides a framework for educators to provide children with opportunities to maximise their potential and develop a foundation for future success in learning (DEEWR, 2009, p5).

The document ensures that children in all early childhood settings experience quality teaching and learning. It places a heavy emphasis on play based learning, communication, language, social and emotional development. (DEEWR, 2009, p5).

PROGRAMMING

All educators in the room are responsible for planning. The rooms have a general plan set into the areas of their room. Educators then observe the children using various methods including learning stories, photographs, conversations with parents, group observations and conversations with children themselves.

The children control which direction the learning takes and the educators take the initiative from the children allowing them to "build" their own curriculum. The educators constantly reflect on their own practice using the daily reflective journal, adapting their plan as well as the children's portfolios and using these as evaluation tools. Parents are encouraged to join in with their child's learning by adding to the plan or adding an anecdote from home. Children have free access to their portfolios and often take a quiet moment to look at them with staff and give their own input.

From these valuable observations done in conjunction with the parents, the educators set up valued experiences both indoors and outdoors which maximises children's learning.

NATIONAL QUALITY STANDARD

2012 sees the introduction of the National Quality Standard for all Early Education and care. The framework replaces the old accreditation system and the regulations and gives us new improved guidelines. The quality Standard comprises of guiding principles, quality areas, standards and elements. The seven quality areas aim to capture aspects critical to quality early education and care.

There are 7 quality areas containing 23 standards. The quality areas are:

Quality Area 1: Educational program and practice

Quality Area 2: Children's health and safety

Quality Area 3: Physical environment

Quality Area 4: Staffing arrangements

Quality Area 5: Relationships with children

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 7: Leadership and service management

THE NQF PROCESS

Step one

Approval to operate

Step two

Quality Improvement plan submitted detailing how the service is meeting the National Quality Standard. The Improvement plan must be kept on site and updated annually.

Step three

Assessments. This will be done by an appropriately qualified assessor on site.

Post assessment written advice will be provided by service providers.

All services will begin with a working towards National Quality Standard status until they have been assessed. Services must apply for an assessment to determine if they achieve the excellent rating.

The rating system is as follows:

1. Significant improvement required
2. Working towards National Quality Standard
3. Meeting National Quality Standard
4. Exceeding National Quality Standard
5. Excellent rating

PPK was accredited in July 2010 and received High Quality in all seven areas.

We will submit our self-improvement plan under the new National Quality Standard in 2013.

Sourced The National Quality Standard November 2011

SECTION 4-OUR DAY AT PPK



ROUTINES

Routines are an integral part of our daily programs and provide children with a secure structure in which to learn. In consultation with parents, staff adopt procedures for meal times, rest time and toileting.

These procedures reflect the needs of individual children and it is not expected that all children will be doing the same thing at the same time. The needs of the children are constantly changing, therefore procedures must allow for flexibility.

When formulating routines, consideration will be given to the child's developmental age/stage, the needs of the parents and the needs of the child. The daily routines for each age group are displayed in their rooms but they are a guide only and are subject to change. They are evaluated and monitored to ensure they maintain the structure needed.

DRESS

Children should be dressed in play clothes so there will not be a problem if they get spoiled. Children are encouraged to be as independent as possible so it is advisable that they are dressed in clothing that can be easily removed for toileting and rest time. Staff support all cultural beliefs associated with clothing/footwear.

A complete set of spare clothes must be provided daily, with extra items to cater for a change in the weather. All items need to be labelled clearly. A wide brimmed hat must be provided or the child will need to play in the shade as we are a "Sun Smart centre."

Shoes need to be well fitting, comfortable and suitable for outdoor play and climbing. Thongs and crocs are not appropriate. Long hair should be tied back.

REST

The Joeys and Possums (2-3's) have a rest period between 12.30-2.00pm. All children are encouraged to rest unless specified by the parents. The older children (wombats) have a time for quiet activities but do not lay down on beds, preparing them for school. However, if you would like your child to sleep we can absolutely accommodate this.

Rest is classified as a time of inactivity, stillness and tranquillity whilst ensuring the environment has a high level of safety.

Children rest on individual beds and their bedding is in individual bags which is washed on a weekly basis by parents. PPK does not allow pillows, large soft toys or

strings on dummies during rest time to ensure the safety of children and to abide with the SIDS and Kids guidelines.

HOME TOYS

Home toys are not encouraged to bring to PPK as there is a risk of them getting broken or lost. The exception is a comfort toy for a child or if a child has bought something special for news. If it is for news, educators will look after the item until it is time for this part of the day.

FOOD

PPK IS A NUT AND EGG FREE CENTRE-please be aware of this when you are packing your child's lunch box.

Mealtimes are seen as relaxed and happy occasions and staff are encouraged to sit, eat and converse with children. Children are encouraged, but not forced to eat their meal. It is essential that staff of PPK are aware of any dietary requirements.

Families are encouraged to pack healthy lunch boxes and are discouraged to pack lollies or chips. Water is the only drink to be sent in drink bottles as we are promoting health and nutrition.

It is important for children to have breakfast before arriving at PPK.

BIRTHDAYS

Birthdays are a very exciting time for children and families and we love to celebrate these special days at PPK. However, in keeping in line with accreditation principles, we ask that we consider the following guidelines.

- Cakes that are brought in must be egg and nut free. The “freddo” or “peters” ice cream cake from the supermarket is a great alternative. It costs around \$15 and is readily available. Another good idea for the summer ice blocks.
- It is not appropriate to bring in lolly bags as they are high in sugar and may contain lollies that are not suitable for all children. It also creates legal responsibilities as staff are required to check each lolly bag to ensure that they are age appropriate.

EXCURSIONS

An excursion is defined as any activity in which children are taken out of the premises. Only a few excursions a year happen at PPK but we enjoy a wide variety of incursions (where the entertainment comes to us). You will get a copy of the planned incursions at the start of the year.

Children learn from experience, therefore excursions are seen as a valuable part of the program. Careful planning is needed to ensure the success of an excursion.

Staff Responsibilities

Before initiating an excursion, staff must define the rationale for having an excursion, and identify the objectives they wish to achieve. Staff must also be familiar with the site involved, in order to assess suitability in terms of safety, facilities and accessibility for all children.

An itinerary should be developed including:

- ☞ Staff attending
- ☞ Adult: Child ratio
- ☞ A timetable for the excursion.
- ☞ The means of transport.
- ☞ The alternative plan for bad weather.
- ☞ Specific instructions regarding children's attire, eg. hats, shoes.
- ☞ Arrangements for mealtime's and toilet routines.
- ☞ Arrangements for children with special needs.

A copy of this itinerary is to be made available to the parents of children attending the excursion at least twenty-four hours before the excursion is to take place. A copy of the itinerary is also to remain at the Kindergarten, along with a list of children attending the excursion.

Parent Permission

- All parents are to receive a written itinerary, along with the reasons for taking the children on the excursion, prior to giving permission for their child to participate in the excursion.
- Under no circumstances can a child participate in an excursion if a parent/guardian has not given written permission for the child to do so.
- Permission must be obtained for each individual excursion for each child attending. The form must identify the child and the authorizing parent/guardian. This form is to be retained in the child's file.

Supervision

The minimum adult/Child ratios are:

- Children aged less than 3 years one (1) adult to two (2) children
- Children aged 3-5 years one (1) adult to three (3) or four (4) children
- When Special Needs children are taken on an excursion, additional adults will be included in the ratios as required.
- Accompanying adults should be assigned specific children to their care and explained the objectives of the excursion prior to leaving the Kindergarten.

- Ultimately it is the Authorized Supervisor who is responsible for the care of all the children.
- A list of children attending the excursion is to be taken on the excursion, and a copy of this list is to be left in the Kindergarten. A roll call is taken periodically during the time out of the Kindergarten.

FIRST-AID REQUIREMENTS

At least one person attending the excursion must have a First Aid certificate. A basic First Aid Kit should be taken on all excursions.

ACCIDENT AND MEDICATION FORMS

Accident Forms

In the case of an accident, Educators will complete the appropriate form which a parent/guardian will be asked to read and sign. In the case of an accident where the parent/guardian cannot be contacted and medical attention is required then an ambulance will be called at the parent's/guardian's expense. Parents/guardians will be notified as soon as possible and informed of all actions taken. There is a Medication Register for children in each room. This is a legal document. Parents and educators must ensure all information in the Medical Register is accurate and signed. The Medication Register is used to record medication needs of the child.

Medication Forms

The information, which must be recorded by the parent/guardian, must include the name of the medication, when it should be administered and the amount to be administered and the dosage and time the medication was last administered. The authorisation of the parent must also be recorded. Instructions to give 'only if required, or when necessary' are not satisfactory. A permanent qualified educator must record the name of the medication, when it was administered and the amount that was administered. In addition to this signature, the staff member who witnessed must also sign to acknowledge the administered medication was checked.

Written permission must be obtained prior to the administration of any medication whether prescription or non-prescription. Only medication prescribed for that child will be administered. Medications shall be kept in their original containers and bear original labels. Naturopathic medication must be labelled in the same manner as GP prescribed medication. An accompanying letter from the naturopath is also required. Verbal authorisation may be given by a parent/guardian in an emergency or in the case of fever. Two educators must witness this authorisation. Prior to administering the medication educator's must check the expiry date, correct dosage and time and confirm that it is prescribed for the child. This is recorded in the Medication book and confirmed by parent/carer signature on the collection of the child.

WHAT TO BRING

- School bag, clearly named
- Change of clothes, including underwear and socks (more underwear if your child is toilet training).
- A fitted cot sheet and blanket in the cooler months for rest. Sheets need to be in a separate bag clearly labelled.
- Broad brimmed or bucket style hat clearly named.
- Nappies or training pants if required.
- Morning tea, afternoon tea and lunch (morning tea and afternoon tea in separate containers).
- Drink bottle containing water only (no juice or cordial)
- Bottle and formula if required.
- Soft toy or comforter for rest if needed.

SECTION 5-FAMILY PARTNERSHIPS



PPK recognises the limits on parents/guardians time but we do encourage a partnership between yourself and the educators at PPK. Your involvement in your child's life at PPK creates benefits for you, your child and the Kindergarten. Parents and guardians are most welcome to visit and to telephone throughout the day if you have any concerns.

COMMUNICATION

Communication is the key when it comes to your child's well-being at PPK. Please inform staff of any changes to your child's routine or family situations. This will enable staff to understand any changes in a child's behaviour. Please also take time to read the daily reflective journal. Not only do the staff put a lot of time and effort into it, it provides you with an insight into your child's day.

Newsletter

A newsletter will be sent home quarterly in your child's pocket. It will contain general information, programs, highlights, announcements, activities and any issues.

LATE COLLECTION

At times families may be late collecting their child/children due to an unforeseen delay or inemergency situations. In an attempt to ensure the child, parent and staff are protected from misunderstanding or distressing delay, PPK has implemented the following procedure with regard to the late collection of children. At all times, it is the parent's responsibility to ensure Educators are given accurate information about emergency contact numbers and those of emergency contact staff. Lateness relates to the collection of children after 5.00pm. A parent is required to notify the kindergarten of their lateness. Should this lateness result in the child being collected after closing time, alternative collection arrangements should be made or if not possible, a late fee will apply.

INFECTIOUS DISEASES

In the case of infectious diseases, parent must inform the Kindergarten as soon as possible. The kindergarten will then inform all facility users that this disease is present and parents can then check their own child for symptoms. A child with an infectious disease may not attend until fully recovered and with a medical clearance. Full fees will be charged during this time to hold the child's place.

IMMUNISATIONS

The centre must have current records of a child's immunisation details. Whilst immunisation is not an enrolment requirement it should be noted if that an infectious disease should occur at the centre, the director reserves the right to exclude the unimmunised child from attendance for the minimum time recommended by the National Health and Medical Research Council. During that exclusion period full fees are payable. Educators are recommended to have current immunisation. Educators are to promote and encourage good hygiene practices within the environment. The most effective method of the prevention of certain infections is immunisations as this protects the person who has been immunised. Parents must ensure that children receive their recommended immunisations for their age group.

Current Immunisation Schedule

The National Immunisation Program (NIP) Schedule (0 - 4 Years). Valid from 1 July 2007.

Age	Disease immunised against
Birth	Hepatitis B
2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal (refer to note 1) Rotavirus (refer to note 5)
4 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal (refer to note 1) Rotavirus (refer to note 5)
6 months	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)

12 months	Measles Mumps Rubella Hib Hepatitis B (or at 6 months) Meningococcal C (refer to note 3)
18 months	Varicella (refer to note 4) Pneumococcal (refer to note 7)
4 years	Diphtheria Tetanus Pertussis Polio Measles Mumps Rubella

Note:

1. Pneumococcal vaccine is funded under the NIP for children born from 1 January 2005.
2. Four doses of Hib vaccine are due at 2, 4, 6 and 12 months of age when 'PRP-T Hib' containing vaccine is used.
3. Meningococcal C vaccine is funded under the NIP for children born from 1 January 2002.
4. Varicella vaccine is funded under the NIP for children born from 1 May 2004.
5. Rotavirus vaccine is funded under the NIP for children born from 1 May 2007.
6. Three doses of Rotavirus vaccine are due at 2, 4 and 6 months of age when RotaTeq vaccine is used.
7. Four doses of Pneumococcal vaccine are due at 2, 4, 6 and 18 months of age when Synflorix vaccine is used.