



**Kids Planet**  
FAMILY DAY CARE SERVICES

# Parents Handbook

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## Welcome

Welcome to Kids Planet Family Day Care Services.

This handbook provides you with an overview of Family Day Care, what we provide and important information you need to know to ensure that you and your child get the most from our Service. If you have any questions or concerns after reading this handbook, please contact us. We look forward to getting to know you and your child.

## Our Philosophy

The foundation of Kids Planet Family Day Care Services is based on providing a quality unique home-based family day care service to families from different cultural backgrounds. The company will offer a safe and secure environment with a feel of home enabling children to develop and grow to their fullest capability.

Kids Planet Family Day Care Services believes in the importance of listening to children and being responsive to their needs. It believes in nurturing, connecting and encouraging children to explore, be creative and discover the environment that supports their interests and learning.

Kids planet Family Day Care Service aims to ensure that families feel welcome, have consistent interaction with them, respect and include their family values and beliefs and ideas. We are committed to inclusive practices built on the unique social and cultural identity of the children and families.

Our Family Day Care Educators strive to provide quality services for children based on the Early Years Learning Framework for Australia (EYLF), which describes childhood as a time of belonging, being and becoming for all children. The framework supports learning programs that are responsive to children's interests, strengths and abilities through play-based learning

## What is Family Day Care?

Family Day Care offers families the unique opportunity to engage their child in an early childhood education and care program, in a small group within a home-based setting. Children are nurtured and cared for in the homes of approved family day care educators who are resourced, supported and monitored by a central office known as the Coordination Unit. This network of educators, Coordination Unit and families is collectively referred to as a Family Day Care Scheme. Family day care schemes operate within a framework of local government, community-based services or privately.

Family day care's core business is caring for young children, but it also provides care through to school aged children, offering families the flexibility of accessing care for all their children in one home. Care is offered during standard hours, before and after school, during school holidays, overnight and on weekends, as well as occasional respite hours.

## Why Choose Family Day Care?

Family day care is a professional and regulated home-based child care service offering care for children from birth to 12 years and beyond. Highly trained educators utilise their understanding of children's strengths, skills and knowledge, an important basis for program decision making. The consistency of having one educator enables the establishment of strong relationships which is key in early social and emotional development. Family day care is the preferred child care choice for over 165,000 children across Australia.

## Regulatory Authorities

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

Our Service is regulated by the new 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

Victoria Early Childhood Education

The Department of Education and Training <http://www.education.vic.gov.au/Pages/default.aspx>

1800 809 834, [edline@edumail.vic.gov.au](mailto:edline@edumail.vic.gov.au), GPO Box 4367, MELBOURNE, Victoria 3001

## Fees and Contract hours

Fees are based on operational and financial considerations to ensure sustainability of our services. Due to changes in economic, political, or legislative conditions, the Kids Planet Family Day Care Services reserves the right to amend fees at any time.

Kids Planet Family Day Care Services will aim to provide families with as much notice as possible regarding fee amendments and will try to give families a minimum of four weeks' notice. Kids Planet Family Day Care Services aims to keep fees affordable for families and have developed a fee system to maximise family access to available subsidies.

Families are required to complete the online Child Care Subsidy assessment via **myGov website** prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the person linked with the child, as long with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy.

Kids Planet Family Day Care Services Fees & Charges and Educators Individual Fee Schedule.

Fees are calculated on the contract hours booked upon enrolment, as well as the terms set by your educator in their Individual Fee Schedule. If you wish to make any changes to your child's booked contracted hours or days, please discuss this with your educator, otherwise contact the Coordination Unit.

Parents are advised to check if educator charges for Public Holidays if your child would normally be in care on that day. Parents are charged for contract hours when the educators service is **OPEN**, even if parents do not or cannot use it, e.g. the child is sick etc. If the educator's service is **CLOSED**, e.g. the educator is sick etc.; parents do not need to pay.

Parents and educators are required to give two weeks' notice of child's last day in care.

## Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined Family Income
- Activity Test for both parents
- Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through myGov. Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses. For further information please call: **The Department of Human Services on 136 150**

## Allowable Absences

You can be paid for any absence from approved care your child attends for up to **42 days per child per financial year**. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

## Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated or certified supervisor of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth dates and immunization status. We are also required to have certified copies of any court orders relating to the child.

## e-Signature

Kids Planet Family Day Care Service is using a technology platform designed to streamline communication and administration processes with families. One of the important components of this is the introduction of electronic signatures (or e-Signatures).

It is a regulatory requirement that all children are signed in and out of care each day. Kids Planet Family Day Care service will be using a PIN to verify a person's identity when signing child attendances. In some cases, signatures may be captured using a signature pad.

A system generated random PIN will be sent to you via your email address. You have the option of changing this PIN to a number of your choosing. You can change it to any 4 to 8 digit combinations, except for clashing numbers and weak security numbers, such as 1111 or 1234, etc.

### **PIN Security**

Your PIN should never be shared with anyone else. Encryption technology will secure your PIN. If you have forgotten your PIN, your Family Day Care service can resend a new random generated number to your email.

### **Can other people sign in and out?**

The registered guardian will be issued with a Child Care PIN. In addition, different PINs can be provided to other persons, nominated by the registered guardian, with authorisation to collect your children.

Please refer to the Harmony Parent/Guardian information guide for further information on how to use e-signature.

## Relationship with Children

Our service aims to ensure that all educators form positive relationships with children that make them feel safe and supported. Educators will foster these positive relationships between themselves and the children as well as among their peers.

## Policies and Procedures

Copies of Kids Planet Family Day Care Services Policies and Procedures are available at our Coordination Unit office or through your educator. Policies are in accordance with the Education and Care Services National Law and Regulations.

## Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school.

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and this is supported by Educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment which challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

## Portfolios

Every child will have a personal, confidential portfolio comprising of;

- Child's Profile
- Observations
- Work samples
- Objectives for further development

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.

The portfolio will be used in parent/Educator meetings throughout the year and is always available for you to review at your convenience.

## Parent Participation

The Service has an *Open Door Policy* and actively seeks and encourages families to be as involved in the Service. This can range from evaluating and adding input to your child's program and observations, and sharing skills & experiences that the children and the program will benefit from. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available at the office. You are welcome to take a copy home and review at your leisure.

## **Family Skills, Interests and Talents**

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. 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 Home Culture**

Your home culture is most welcome 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.

### **Suggestions**

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

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

## **Communication**

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's day.

We have many types of communication we use for families, which include:

- Phone calls to your work
- Emails
- Letters
- Face to face meetings

## **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 a child.

## **Confidentiality**

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of information in the file.

## **Early Years Learning Framework**

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential

educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

### **Belonging**

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

### **Being**

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

### **Becoming**

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

#### **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-identities
- 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

## **Orientation for Children**

The orientation process for children aims to provide children and families with a procedure that allows the child and family to transition to their child being in care, transition to another educator within the service or transition to school. We believe orientation is an essential process where educators are able to get important information about the new child's needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service, helping the child adjust to their new setting.

It is important to visit the educator with the child in order to familiarise your child with the environment. The children may participate in the activities if they so wish, although a number of young children prefer to just watch. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to these situations.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements that may need to be accommodated. Parents will also be encouraged to bring along any special comfort items (teddy etc.) with their child to help them in their initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns.

Part of this orientation visit is also to explain/collect the required documentation for the child (enrolment forms, including immunisation records, Medicare numbers, etc.). At this stage, acting on behalf of our service, the educators will explain modes of fee payment and communication (newsletters, pockets, communication box etc.). They will also discuss the importance of labelling personal items and show the parent where they can access the service's policies and procedures.

Educators will also discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassure that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child – however, parents should note that it is easier for the educator to settle the child if parents arrive earlier than pickup time to spend time with the child, rather than at drop off time.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the educator at a convenient time. Information on the service's child orientation policy will be available in different languages if required.

### **Role of the Family Day Care Coordinator**

The Family Day Care Coordinator will:

- Play an active role in monitoring each placement at the service to ensure the needs of each child and their parents are met.
- Contact the child's parents regularly to ensure their child is settling in smoothly. This
- will also occur if a transition (outlined below) needs to occur.

- Assist families if a child needs to transition to another educator because their regular
- educator is unavailable (a process that is discussed with the child's parents)
- Ensure ongoing support is provided to the educator during orientation periods.
- Ensure the educator has provided information to parents about the educator, the
- educator's family, their philosophy, expectations and routines.

### **Transition between educators or to school**

The service aims to arrange for transitions to other educators as required. Change is harder for some children than others; however, by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger feelings of restlessness, frustration etc.

When the child becomes of school attending age, the service will work with the parents and the school to prepare the child for school entry.

### **Transition between educators**

Implementation as to minimise any distress that the transfer may cause may include:

- Thinking about the transition ahead of time. Lay the groundwork for a new educator to get to know their child by sharing information and insights you have gained.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the new group more than once if possible.
- Invite the new educator to visit the child as often as possible
- Talk about change, starting from two weeks before the transition
- Avoid about the transition in terms of concern or sorrow
- Talk about their new educator every day in general conversation
- Celebrate the child's last day with an activity, such as a special snack or by signing a
- special song you have made together
- Be sure to say goodbye

### **Transition to school**

When a child first attends school, there is a great change for that child and for their family.

We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education according to recent research.
- The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- If possible, information on local schools will be made available to parents.
- Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children

with the school environment.

## **Inclusive Environment**

Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded, our service will abide by this ideal by implementing certain practices, such as promoting cultural diversity and equity for all children, regardless of cultural and linguistic backgrounds. Kids Planet Family Day Care Services also values the concept of self and encourages children to explore their cultural heritage and promote belonging. By casting away and avoiding common stereotypes, we strive to recognise various beliefs, attitudes and cultural backgrounds. We aim to broaden children's spectrums and exposing them to these beliefs by sharing ideas and experiences through a variety of mediums, such as food, music, attire, folklore and history, aiming to develop a sense of autonomy, confidence and pride by abiding by an anti-bias cross cultural program.

## **Health & Safety**

Our service aims to promote and protect the health, safety and wellbeing of all children, educators and families using established procedures and policies to maintain high standards of hygiene safety. We also aim to reduce the risk of infectious diseases and illnesses spreading by following appropriate OHS standards. A holistic and consistent approach to health, hygiene and safe food practices across the service will help to effectively meet this aim.

We have a variety of implemented procedures to meet the Health and Safety needs of the children within our care, including policies such as:

- Additional Needs Policy
- Enrolment Policy
- Food, Nutrition and Beverage Policy
- Immunisation and Disease Prevention Policy
- Incident, Injury, Trauma, Illness Policy
- Medical Conditions Policy
- Physical Activity Promotion Policy
- Relationships with Children Policy

For more information, please consult our Policies and Procedures, made available at educator residences and/or approved venues, as well as the Coordination Unit office.

## **Routines and Program**

It is important to regularly discuss your child's routine and interests with the educator as they evolve to enable educators to provide the best quality care. Some educators are regularly committed to outside activities (e.g. playgroup sessions, school drop off and pick-ups, library story telling sessions) and parents are encouraged to regularly ask educators about their plans for the day.

Educators display a daily program and are encouraged to develop an individual journal for each child in care, which you are encouraged to contribute to.

## **Excursions**

Kids Planet Family Day Care Services acknowledges the value of relevant excursions in allowing children to gain a greater insight of the society in which they live and learn from these experiences. Our service will actively seek to minimise any risks associated with excursions and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

### **Prior to every excursion:**

- The educator must conduct a risk assessment prior to an excursion taking place.
- The risk assessment must be recorded using the Excursion Risk Assessment Form. Parents will be notified on the Authorisation for Excursion Form and they can access the Excursion Risk Assessments prior to the excursion upon request.
- Risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks.

## **Educator Leave and Alternate Care**

Educators close their service from time to time for many reasons, such as holidays or unplanned reasons such as illness.

If your educator is planning to close for holidays they will notify you in advance. If you need care during this time please contact the Coordination Unit for details for an alternate educator. If the educator or their family member is sick there may be little notice that they are closing their service. If you need alternate care please contact the Coordination Unit for assistance.

Fees are not paid to educators if their service is closed. If you are referred to an alternate educator please check their fees as the fees will be different.

The Coordination Unit will attempt to find an alternate educator when it is requested but it cannot guarantee this.

## **Immunisation**

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

## **Smoking and Substances**

Our Tobacco, Drug and Alcohol Policy aims to ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol; we will maintain a harm free environment where no educator or staff member is affected by alcohol or drugs.

Our service is strictly tobacco, drug and alcohol free. In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply – The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including -

- Inside & outside in the backyard/playground/driveway/car-park
- Smoking and the consumption of alcohol is also prohibited –
- On incursions or excursions at any point during the event.
- While travelling with a child.

- At educator meetings or at parent meetings.
- At any social activity, whether in work hours or not, where the children and educators are involved.

## Illness

The service and all educators can effectively respond to and manage accidents, illness and emergencies which occur at the service to ensure the safety and wellbeing of children, educators and parents. The related policies of the service will be employed by educators and nominated supervisors in the event of a child:

- Injury; or
- Illness; or
- Trauma.

The Nominated Supervisor of the service will ensure that a parent of a child is notified as soon as practicably possible and without undue delay. Parents will be notified no later than 24 hours of the injury, illness or trauma. An Incident, Injury, Trauma and Illness Record will also be completed without delay.

We will ensure that the first aid, anaphylaxis management training and asthma management training of our educators is current and updated at least every 3 years, and that all components of the first aid certificate are current if some require an earlier revision. Children can often become unwell over a very short period of time and it is essential that these illnesses are responded to suitably.

If a child becomes ill while in care, the parents or authorised emergency contacts will be contacted and asked to collect the child. If a parent or authorised emergency contact cannot be contacted, an ambulance will be called as per our Policies and Procedure (Incident, Injury and Illness Policy)

Generally, if your child feels unwell, keep them home from the family day care service and consult a doctor.

## Emergency Procedures

An evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, siege, flood etc. In the event that a service needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

Each educator is required to have an emergency evacuation plan and practice evacuations every three months to ensure they are prepared for an emergency.

Our service will conduct a risk assessment to identify potential emergencies that could affect our service and use this to prepare emergency and evacuation procedures. These risk assessments are updated annually and parents can view these at the educator's home.

## Animals

Our service aims to provide a safe and hygienic environment that minimises the risk of a child being harmed by an animal. We also aim to educate children in the proper care of animals. We have an extensive checklist that adheres to this aim, which is provided in the Animal and Pet Policy in our Policies and Procedures.

## Swimming

Our Physical Environment Policy aims to provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it, addressing the way a child should be cared for and the measures that should be taken in and around the water. Educators must also have their pools assessed by a third party such as pool compliance officer. For more information, please consult our Physical Environment Policy in our Policies and Procedures.

## Motor Safety

The safety of each child and all educators is paramount at all times. This includes those children and accompanying educators who travel on a mode of transport, such as a motor vehicle or public transport. Proper restraint systems will be used according to current Australian Standards. The vehicle itself will be maintained according to Australian Standards. For more information, please consult our Transportation Policy in our Policies and Procedures.

## Support and Monitoring

At Kids Planet Family Day Care Services, we aim to create and maintain a strong support network by aiding educators and ensuring their services are up to standard. The Approved Provider, Nominated Supervisor and Family Day Care Coordinator will ensure the safety, health and wellbeing of all children, and provide information, ongoing support, and assistance in NQS/EYLF implementation, financial and administrative issues and supervision of educators by:

- Being available Mondays to Fridays from 9:00am to 5:00pm
- Be available outside office hours in case of emergency
- Face to face communication.
- Home visits
- Phone communication including SMS messaging.
- Educator meetings
- Written communications (e.g. letters, newsletters)
- electronic communications (e.g. email)
- Providing access to professional development programs, training and development courses and undertaking educator appraisals and reviews.
- Ensuring educators who may be at remote locations are adequately supervised and supported through the use of electronic communications and technology including email.
- Ensuring all educators are following policies and procedures
- Actively celebrating the diverse skills and achievements of our educators
- At educator meetings and home visits.
- By sharing the achievements and qualifications of educators with families and the community through notices and newsletters.

### Home Visits

The Family Day Care Coordinator will make regular home visits to:

- Provide information and monitor the performance of educators. A roster/timetable will be developed to ensure all educators receive regular home visits at least once every 2 months and records will be kept of these visits.
- Discuss the relationships between members of the educator's family and the children being educated and cared for. This will include ways the educator fosters positive relationships between family members and the children, and the processes in place to minimise any disruption the educator's family has on the quality of education and care provided.

## Priority of Access

Children who are enrolled at a service or whose families are seeking a place at the service will be given Priority of Access in accordance with the guidelines that have been established by the Australian Government. Below are the Priority of Access levels which our service must follow when filling vacancies.

- A child at risk of serious abuse or neglect.
- A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the A New Tax System (Family Assistance) Act 1999.
- Any other child.

Within these three categories, priority is also given to the following children:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families on low income (refer [www.deewr.gov.au](http://www.deewr.gov.au) for current income threshold).
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.
- Children of single parents/guardian.

Upon enrolment, families will be notified of their priority and advised that if the service has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that a child leave or reduce their days in order to make a place for a higher priority child.

## Sun Protection

It's important to have a healthy balance of ultraviolet radiation (UV) exposure. Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health. Our service ensures that tools such as hats, shade, clothing, sunscreen and other sun ware is used, all of which are vital to ensuring that your child is protected from the sun.

## Food

Please talk with your educator about food they provide for children, also discuss allergies, dietary requirements and restrictions and specific cultural and religious practices. Please discuss your requirements regarding food with your educator and put together a written management plan.

Educators are responsible in providing nutritious lunch, snacks and drinks for children. For more information, please consult our Food, Nutrition and Beverage Policy.

Parents are usually requested to supply:

- All food and drinks for children with special diets
- All baby foods and formula prepared ready for use
- All foods are nutritious and healthy.

## Recommended daily intakes

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
Girls and boys 1–2 years	2-3	0.5	4	1	1-1.5	0
Girls and boys 2-3 years	2.5	1	4	1	1.5	0-1

Children	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
Girls 4-8 years	4.5	1.5	4	1.5	1.5	0-1
Girls 9-11 years	5	2	4	2.5	3	0-3
Boys 4-8 years	4.5	1.5	4	1.5	2	0-2.5
Boys 9-11 years	5	2	5	2.5	2.5	0-3

**Reference:** Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

It is expected all children will have eaten breakfast before arriving at the educator's home. Some educators may provide breakfast and evening meals. This however, should be discussed with the educator in advance.

If you breastfeed your baby, please discuss this with your educator on how to best manage this. Further information can be found at [www.breastfeeding.asn.au](http://www.breastfeeding.asn.au)

## Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Unsuitable shoes are thongs and gumboots and we prefer that these are NOT worn to the educators care venue or home. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops and hats that are broad brimmed are essential for effective sun safety.

## Spare clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please

include a complete change of clothes every day which can stay in your child's bag...just in case!

## Toys

Educators have an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

## Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

## Sustainability

Our service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

## Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

## Attendance Records

All children are to be signed in out of care each day of care. Educators keep a weekly attendance record for this purpose.

It is a condition of approval and continued approval for Child Care Subsidy (CCS) purposes that services must comply

with Family Assistance Law. Record keeping obligations are governed by A New Tax System (Family Assistance) (Administration) Act 1999. It is a requirement under these rules that all approved child care services keep records of attendance, including records of absences.

Attendance records are required for the purposes of confirming care occurred for that specific child for whom Child Care Benefit is paid. It is vital attendance records are accurate to satisfy public liability insurance, and all other legislative obligations.

## **Educator Ratio and Qualifications**

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how their programs meet the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

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

## **Complaints and Grievances**

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, it is important to have an environment where there is a strong emphasis on family/service communication to allow consistency and continuity between the home and the service.

When a parent has a complaint or a concern, it is vital that they are presented with the tools to ensure their grievances are addressed swiftly and with quality. Parents are asked to communicate with their educators when problems arise and follow them up with the Coordination Unit if need be.

Complaints can be made to any of the following:

Kids Planet Family Day Care Services - 03 8774 4848

Department of Education and Early Childhood Development – 9637 2000

Victorian Ombudsman – 9613 6222

## **Children's Safety**

- Never leave children unattended in cars while collecting children from the Service.
- 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.

## **Child Protection**

Our service takes a responsibility to provide a safe and caring environment for all children seriously. We believe that the safety of children is paramount at all times and aims to protect a child's right to be safe from abuse of any kind. Our service also aims to defend the rights of educators to confidentiality if a complaint against them is made and is found to be unsubstantiated. Kids Planet Family Day Care Services will ensure that all parties affected by this policy are made aware of their roles and responsibilities regarding child protection.

It is compulsory for educators to attend a session concerning Child Protection and strategies to combat it annually. Our service aims to educate all parties about their roles in child protection and also about signs of abuse and ensure that all requirements of child protection requirements are being met.

If you as a parent have any concerns concerning the protection and wellbeing of your child, please contact the Coordination Unit. You can also report any suspected cases of childabuse to the Department of Human Services.

## Important Telephone Numbers

Kids Planet Family Day Care Services

Address: 66 Botanical Grove, DOVETON VICTORIA 3177

Phone: 03 8774 4848

Fax: 03 8774 4848

Email: [kidsplanet90@gmail.com](mailto:kidsplanet90@gmail.com)

Office Hours: Monday to Friday – 9:00am – 5:00pm

DEPARTMENT OF HUMAN SERVICES – FAMILY ASSISTANCE OFFICE  
136 150

[www.familyassist.com.au](http://www.familyassist.com.au)

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT  
GPO Box 4367  
MELBOURNE, Victoria 3001  
(03) 9637 2000

VICTORIAN OMBUDSMAN  
Level 9, North Tower 459 Collins Street  
Melbourne VIC 3000  
(03) 9613 6222

FAMILY DAY CARE AUSTRALIA  
PO Box 571  
GOSFORD NSW 2250  
1800 621 218