

Old MacDonald's®



CHILD CARE

"Growing Your Child's Future"

*Parent
Handbook*

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1. About us

1a. Welcome to Old MacDonald's Child Care

This handbook is designed to help you understand how the service functions. Families are required to read this handbook before a child commences at the service and refer to the information from time to time.

1b. Old MacDonald's Child Care- How it all began!

Welcome to Old MacDonald's Child Care (OMCC). For many parents and guardians, this will be the first time their child has stayed with anyone outside of family or close friends. Our educators are experienced and have a minimum qualification of Certificate 3 in Early Childhood Education and/or working towards one. Our educators also have a current Working with Children background safety check, First Aid, Asthma, Anaphylaxis, Child Protection and Food Handling Certificates. It is important to us that families feel safe and secure when leaving their children in our care.

As a service, we aim to work in partnership with our families. Children will benefit most from our service when families and educators work harmoniously to develop happy, resilient, inquisitive learners. Communication must be a two-way process, allowing a smooth transition from home to the service and vice-versa. Throughout the service documents, when the word 'parent' is written, we refer to parents, guardians, carers or anyone else responsible for caring for a child enrolled at OMCC.

We look forward to building a lasting relationship with families as we work together to "Grow your Child's Future".

Old MacDonald's Child Care is an Australian private company owned and operated by Mark Sharp. OMCC offers a long day care service that provides care and education for 131 children aged 6 weeks- 6 years.

There are nine rooms within the service. They are:

6 weeks- 2 years, 3 rooms = 12 children x 2 rooms (Lambs and Puppies) 11 children x 1 room (Ducklings)

2 – 3 years, 3 rooms = 15 children x 2 rooms (Foals and Bunnies) 10 children x 1 room (Kittens)

3 –5 years, 3 rooms = 20 children x 2 rooms (Chicks and Calves), 16 children x 1 room (Billy Kids).

OMCC's journey began in 2007 when MKB Contracting Pty Ltd (the company that owns OMCC) purchased the land and the original building. Mark's plans and dreams for OMCC started in 2010 when an architect drew the original plans. From conception to operating was a long and slow process. Old MacDonald's Child Care began operating on 11th January 2016.

Our name **Old MacDonald's Child Care**, comes from the following:

Old MacDonald came from Mark's daughter, who suggested the name because the service is located on farming acreage.

Child means a young person below the age of puberty or the legal age of maturity.

Care means providing what is necessary for the health, welfare, maintenance, and protection of someone or something.

The history of Orchard Hills within the Penrith City Council started and remains with the Aboriginal Darug tribe. In August 1804, Governor King made the first land grant to Rev Samuel Marsden and Captain William Kent.

Later in 1806, Governor Philip King granted 600 acres on South Creek to Mary Putland, the daughter of the incoming governor, William Bligh. Mary named the property Frogmore.

The area was known as Frogmore, Mount Hope and York in the early settlement years. On 17th October 1910, a public meeting was held, and it was decided the area would be known as Orchard Hills.

The history and name of our street Mandalong Close originated when Rick Pisaturo purchased 300 acres of land in Orchard Hills in 1960. Rick established Mandalong Stud with this purchase, which borders the service's back fence. In the early 2000s, part of Mandalong Stud was sold off and redeveloped into what we know today as Mandalong Close, Orchard Hills.

By developing child care on the site, we are combining the area's history of the school-church (1901) and farmland. Our service logo is a barn and our room names are different farm animals.

2. The Service

2a. Open Doors

Our service has an '*OPEN DOORS*' policy that invites families and friends to visit and share many experiences with the children.

Our open doors mean:

- O** OMCC is open to current families & by appointment for parental/ guardian inspection.
- P** Parent participation/feedback is important to us.
- E** Effective communication and partnerships are essential.
- N** Never use a service where you are not welcome.
- D** Do come and share your culture, abilities and experiences with us.
- O** Our service prides itself on high-quality education and care.
- O** Our educators are qualified, dedicated, experienced, caring and talented.
- R** Ring us at any time to ask about your child.
- S** See for yourself!



2b. Our Vision

At Old MacDonald's Child Care, we create a caring and homely atmosphere for all parents and children. We aim to provide a high-quality service that provides security, guidance, supervision, safety and an educational program for the children and families attending while complying with relevant regulations and legislation.

2c. Staff Structure

OMCC team consists of experienced and dedicated childcare educators with qualifications that comply with the Education and Care Services National Regulation and are listed on the staff roster. Our team's professional profiles are displayed within OMCC and on our website.

2d. Hours of Operation

Old MacDonald's Child Care operates 11 hours daily from 7.00 am to 6.00 pm, Monday to Friday, fifty weeks per year. The service is closed on Public Holidays and for two weeks over Christmas.

The hours of operation at the service are not flexible. Children can only attend during these business hours, as the service is not approved or insured to cover children being on the premises outside these hours.

3. Waiting List

A waiting list application is to be filled in for each child online through the webpage. Vacant positions will be allocated from the waiting list according to when the application was completed and priority. Families will start to receive notification from us three months before the listed start date. Families will receive monthly emails to confirm interest in the position. To remain "active" on the waiting list, families are required to reply to the emails from "My Waitlist". If families do not reply to the monthly emails, their waiting list application will become inactive. Upon confirmation of a position at Old MacDonald's Child

Care, an enrolment fee per child is required to secure your position. This fee is non-refundable and occurs at the time of enrolment.

3a. Priorities of Access

Under the Child Care Subsidy, there are no mandatory requirements for filling vacancies, and providers can set their policies for prioritising who receives a place. However, here at Old MacDonald's Child Care, as vacancies arise, the following priorities will be considered for children who are:

- Already enrolled or have siblings on the waiting list
- At the risk of serious abuse or neglect
- Of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

4. Fees



4a. Child Care Subsidy

Child Care Subsidy (CCS) is available through Services Australia and is based on the operational hours of the service. CCS is a means-tested subsidy; that is paid directly to the service on behalf of the family. Three components will determine a family's level of Child Care Subsidy income, activity test and service type.

Applications to claim CCS are made by completing an application online at <https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy/how-claim> and logging into a myGov account. For further information, call Centrelink on 13 61 50. Once an application has been processed, Centrelink will notify families of their entitlements. An application may take a few days to a few weeks to process. This means that families are required to pay full fees until approved. However, the CCS starts from the date that your application was processed and can only be backdated for 28 days. Once entitlement details have been sent to OMCC's CCSS software system, accounts will be adjusted to reflect the entitlements. Any differences that have been paid on the fee account will now appear as a credit. CCS can only be applied to a family's fee account for the first and last day of care if the child is physically present at the service. If a child is absent from care on their first or last day, this day and any consecutive days will be charged at full fees as per the legislation. Please contact Centrelink for further information.

4b. Fee Payments

The Approved Provider determines the daily fees charged. When an enrolment is accepted, one week's fees plus two weeks' bond is charged and required to be paid. Fees must be kept up to date at all times. Fees are to be paid on the first day of attendance each week.



Fees can be paid by direct debit (preferred payment method), EFTPOS or credit card. No cash or cheques are accepted.

Fee payments can be made at reception or at the Director's office if the reception area is unattended. Payments are recorded on the payment record sheet and signed by a staff member and the person making the payment.

Receipts are emailed to the family's nominated email accounts on a Friday. Receipts must be checked, and any queries can be made with the service Director.

Fees are not charged for public holidays. Fees are charged when a child is absent for any reason, e.g. illness or holidays.

Two weeks' notice (excluding the annual close-down period) must be given **in writing** before withdrawing a child from the service. When two weeks' notice is given, the bond will be used to cover the last two weeks of fees.

The service's only source of income is fees; therefore, families must honour their obligation to pay fees.

4c. Fee Arrears

Fee reminders will be sent to the parents who fall behind on their payments.

The service director will issue a second fee reminder. If fees are not brought up to date within two weeks, the service Director or Operations Manager will issue a third and final fee reminder.

If the fees are not paid or the defaulting party has made no effort, the child's position may be declared vacant at the discretion of the Operations Manager.

The Operations Manager will initiate legal action to secure monies owed. Fees incurred by OMCC to obtain all outstanding fees will be added to the arrears account.

5. Parent Meetings



There are times during the year when parent meetings are arranged to provide families with current information about the service operations and special events. These times are important for bridging the gap between the service and home and introducing other professionals.

Meetings will also be arranged at the service for educators and families to work together on the National Quality Standards and the Quality Improvement Plan (QIP). Implementing the National Quality Standards through our QIP assists OMCC in developing strategies involving staff, educators, parents and management working as one team.

Parent attendance at the meetings boosts educators' morale and helps to strengthen partnerships.

6. Communication

Old MacDonald's Child Care is here to do what is best for our families. **Concerns about the service or a child need to be discussed with staff or management so that they can be dealt with promptly.** If OMCC is unaware of what concerns families, service delivery cannot be adjusted to meet the needs. Our team is here to work with families and to deal with all issues that arise professionally and confidentially within OMCC.

Grievances/Complaints are either informal or formal. Grievances/complaints/feedback are recorded on a complaint/ grievance/ feedback form, for which a follow-up is undertaken. Once the document has been completed, the complainant will be asked to sign the form to acknowledge the grievance. At the end of the investigation, an outcome will be determined, and the complainant will be notified. All formal complaints alleging that a child's safety, health or well-being was or is being compromised or the law has been breached are notified to ACECQA.

6a. Informal Grievance and Formal Complaint Procedure

The nominated Supervisor, Staff, Educators, Families, Volunteers, and Students will:

- Communicate if the issue is an informal grievance or a formal complaint;
- Not be disadvantaged in any way because of a grievance or complaint;
- Consider the following before communicating a grievance or complaint:
 - be clear about the topic you would like to discuss;



- focus on the issues that are affecting you or your child from your perspective;
- always remain calm and remember you may not have all the facts relating to the circumstances of the topic or issue you wish to discuss;
- think about what an acceptable outcome for all parties would be involved;
- what you would like to see changed and why;
- Discuss all "little" issues as they occur, and do not allow concerns to snowball into something bigger. If privacy or confidentiality is an issue, an appropriate meeting time and place needs to be organised;
- Verbally address the issue at the base of the grievance/complaint with the person who it directly relates to or forward the written grievance/ complaint to the person listed within OMCC;
- Be open to suggestions and flexible with expected outcomes, as a lot that is implemented is based on legislation and law;
- Sign OMCC document in acknowledgement of the grievance/ complaint that has been lodged;
- Be advised by the person investigating the grievance/ complaint of the outcomes and any changes that will be implemented because of the grievance/ complaint and sign the document in acknowledgement;
- Listen to, document and follow up on issues raised by children where appropriate;
- Remember that when you have an issue that forms a grievance or complaint, it is not to a person; it's the actions that person has done or has not done. Using the grievance/ complaint procedure correctly will ensure a positive and professional relationship is maintained; and
- Discuss all grievances or complaints with OMCC management before involving outside agencies. If, after discussing your grievance/complaint with OMCC, you feel that you need to notify an outside agency, you need to put your formal complaint in writing & address it to:

NSW Early Childhood Education and Care Directorate
 NSW Department of Education and Communities
 Locked Bag 5107
 Parramatta, NSW, 2124
 Phone: 1800 619 113
 Email: ececd@det.nsw.edu.au

6b. Feedback

Feedback is encouraged from everyone within OMCC and will be used to improve delivery in various aspects. Feedback can be given verbally, electronically or in other written forms. Families are encouraged to converse with staff and educators on arrival and departure. OMCC provides opportunities through various mediums to obtain input so they can be included. Feedback opportunities include:



- Daily Reflections
- Weekly Program
- Learning Assessments
- Interactions
- Notice Boards
- Surveys
- Policy and Procedure Reviews
- Family Meetings



7. Donations

Spread the word that we can turn your trash into treasure by recycling and repurposing many items. The following is a list of some items that can be reused:

- Paper- large paper rolls, printer off-cuts, old draft plans
- Cardboard- old boxes, off-cuts
- Dress-up items- hats, shoes, bags, scarves, dance costumes, gloves, ties, old work uniforms
- Scrap materials- wool, lace, material
- Natural items- bark, shells, coral, insects, animal skins, leaves, flower and vegetable seeds, and fresh flowers to decorate our rooms
- Items of clothing for our spare clothes
- Dolls clothes
- Old books
- Craft materials, egg cartons, corks
- Empty containers- Empty takeaway, food boxes, tissue boxes
- Items to go into our hairdressing, doctors, vets, beach, shops and mechanics prop boxes



8. Early Learning and Guidance

8a. Service Statement of Philosophy



Purpose

Old MacDonald's Child Care (OMCC) is a privately owned and operated service with a unique culture in a semi-rural natural setting in Orchard Hills. Part of our culture is the privilege of embedding horticulture and agriculture practices while respecting and caring for the land. Our healthy and nutritionally balanced meals are prepared daily using high-quality, locally sourced fresh ingredients.

While in our care at OMCC, the children's health, safety and well-being are paramount. It is best practice to maintain, promote, and implement high-quality hygiene standards, infection control, risk monitoring, cleanliness, healthy eating, food safety, and safety practices. All incidents, emergencies, illnesses and injuries will be recorded and communicated to families in a timely manner. The EYLF principles underpin practice that is focussed on assisting all children to make progress in relation to the Learning Outcomes. The eight principles of the EYLF guide our daily practices and reflect contemporary theories, perspectives, and research evidence concerning children's learning, development, well-being and early childhood pedagogy.

Secure, respectful, and reciprocal relationships are established and expanded through culturally safe and responsive interactions between families and OMCC. Educators consider each child as a unique individual with feelings, opinions, and values. Through positive interactions and a variety of settings, educators acknowledge children have rights and view each child as a capable and competent learner who will establish a solid base for exploration and learning. When children develop secure relationships, feel safe, respected and valued in a nurturing environment, their learning, development and wellbeing take place.

Educators priorities nurturing relationships through sensitive, attentive and responsive interactions as they provide children with emotional support and a positive sense of self. Emotional connections provide children with a sense of security and belonging. Families share routines and everyday rituals that are valued within OMCC and assist in the development of secure attachment relationships. Familiar adults influence children's ability to self-regulate emotions and support future well-being by developing a positive self-identity and self-esteem.

Children interact with and develop secure relationships with people outside the home. When connections form with the broader community, children are increasingly able to make informed choices about their actions, interactions and behaviours. Children become socially aware, develop respect, and recognise that others have different feelings and ideas. Educators' expectations are based on individual needs, facilitating a growth mindset. Children are motivated to persevere and explore new learning opportunities through trial and error. Social interactions and environmental expectations within OMCC are developed in partnership with children to establish limits while developing problem-solving and conflict-resolution skills. Daily interactions between educators and children will role-model how feelings and emotions are labelled, interpreted, expressed, understood, managed, and regulated. Children are encouraged and supported to talk about feelings and why they and others might feel and act the way they do. Role modelling encourages children to interact, develop relationships, and take on various roles within their environment. Educators promote and extend children's independence and development through collaboration, teamwork, positive guidance, and encouragement.

Partnerships between families, children, educators, supportive professionals, and the broader community involve respecting each other's perspectives, diversity, expectations, and values. Educators welcome, value, and listen to families with appropriate two-way communication. Being welcomed involves a quick smile, friendly conversation, or an exchange of information between families and educators.

Respectful and supportive collaboration between OMCC, families, and the local community (elders, local schools, support workers, and other allied organisations) supports the best interest of children to explore their learning potential through everyday rituals, routines, transitions, and play experiences.

A professional partnership (not connecting personally on any form of social media with clients and staff of OMCC) is vital for confidentiality and providing quality care.

Families are children's most influential teachers in their life and development journey. In partnership with OMCC, families collaborate in curriculum decisions to ensure meaningful learning experiences connect home and the service. Partnerships develop a sense of trust, personal identity, autonomy, and independence for children and provide a safe, supportive environment. Trauma-informed practices guide educators to implement an individual-based needs approach with other professionals to enhance learning development and well-being, as well as educators engaging in information sharing and record keeping.

Valuing, trusting and sharing each other's information, concerns, opinions and knowledge of children commences at enrolment and orientation. During orientation, communicated expectations and attitudes from all parties are discussed, and information is shared on how to participate and receive information through formal and informal methods. Families are encouraged to provide feedback through direct communications, surveys, policy reviews, and maintaining personal information. Feedback is used to reflect on and improve our service delivery.

Family information will be handled with confidentiality, which is critical for maintaining a trusting relationship with a shared decision-making approach. At times during the partnership, sensitive issues need to be discussed and will involve giving and receiving critical messages. Ideas should be communicated freely and respectfully in ways that are easily understood, relevant, meaningful and open to each other's perspectives.

Ethical partnerships are formed between all stakeholders when a shared decision making process fosters a sense of joint responsibility and accountability. Educators implement safety precautions through Mandatory Reporter obligations and e-safety when exploring digital technologies and media forms to ensure children are safe and their right to privacy is maintained.

Respect for diversity underpins curriculum and pedagogy decisions to provide a culturally safe environment of valuing, reflective practices and beliefs. Australia is a culturally diverse country.

We are born belonging to a culture influenced not only by traditional practices, history, heritage, language, religion and ancestral knowledge but also by individual families and

community experiences, values, and beliefs. Children have the right to have their culture, identity, strengths, and capabilities acknowledged and valued to develop their own unique individual cultural identity. Educators recognise diversity contributes to their curriculum by acknowledging and valuing children's unique and diverse capabilities of their home lives, including spiritual beliefs, child-rearing practices, and lifestyle choices of families to form a sense of belonging, being and becoming within OMCC.

Children learn to interact with, and relate positively to people from diverse backgrounds and children and families from other countries as they develop connectedness to others and a shared identity as Australians. As Australians, it's imperative to promote a greater understanding of the First Nations Peoples and actively work towards Reconciliation.

Responding to diversity impacts a child's attitudes and their ability to recognise and respond to unfair and unjust behaviours, as children are aware of differences in people and social attitudes from a very early age. Children learn about fair and just treatment, positive valuing of difference, and respect by observing people they encounter and the spoken and unspoken language of adults and other children. Through respect, educators motivate children to learn a sense of themselves as competent learners and citizens.

Educators hold different theoretical perspectives and beliefs on children's learning, development, professional qualifications, backgrounds, experiences, and characteristics. Through these skills, educators think critically and acknowledge moments that arise from diversity and action unfairness to foster tolerance, reduce prejudice and develop culturally safe environments.

Shared information informs a strong working partnership, curriculum decisions and pedagogy. When there is continuity between home and OMCC, it motivates children to learn.

Aboriginal and Torres Strait Islander perspectives being embedded is a shared responsibility of all stakeholders in the Childcare industry and is critical to Reconciliation. Every child has a right to learn about Australia's First Nations' histories, culture, ceremonies, and language. Australia's First Nations Peoples, past, present, and future, have been connected to Country for over 60,000 years and are acknowledged and valued in children's learning as the custodians of the land. Relationships and connections to Country and Community are at the heart of the culture and are embedded practices at OMCC.

Educators engage and explore Aboriginal and Torres Strait Islander cultures in partnership with local communities, including local (Dharug), regional and national, through histories, knowledge, systems, culture, traditions, sustainable practices, and language to educate on what has come before and what working together in the future holds.

Through the NQF, EYLF V2.0 and embedding the Acknowledgement to Country daily, children become active and informed members of their community who learn, acknowledge, and celebrate Aboriginal and Torres Strait Islander histories and cultures. Culturally safe spaces are created through pedagogy and practice. Through consultation, educators grow their knowledge of kinship systems and cultural connections within their local community to build engaging reciprocal relationships between OMCC and the community.

Equity, inclusion, and high expectations recognise and value different types of knowledge, skills and ways things can be achieved with an equitable and participatory environment that promotes learning development and wellbeing for children to flourish. Equitable means fair, not equal or the same, and is based on an approach to individual needs.

Inclusion is visible, respected and celebrates the diversity of children's lives in partnership with families. Children are intelligent, capable and competent learners with the ability to reach their potential when encouraged to think, explore, problem-solve, and help make connections with what they already know and can do. Equity in educators' practices recognises children's rights to an inclusive service based on individual circumstances, strengths, gender and unique ways of doing and being. Through practice, educators challenge inequities or discrimination and reflect these through curriculum decisions, participation, and inclusion.

Children are unique in the way and rate they learn, develop, and explore. A child's sense of agency is fostered through their right to express ideas and opinions and share in the decision-making process throughout the day while exploring a safe and secure environment. Educators

identify and respond to barriers, including environmental, attitude, practical barriers, and trauma, to nurture happiness, fun, friendships and interactions.

Everyday routines and activities are important social interactions that are flexible and are used to engage children to participate, develop and learn meaningfully. Educators will assist in developing independence while assisting with meals, dressing, toileting, and nappy changes while allowing adequate time for relaxation, meals and rest based on individual needs. Children's agency and their right to be active participants in all matters affecting their lives is paramount. Developing children's understanding of citizenship, what it looks like in practice, and their rights and responsibilities as members of their local and global communities is demonstrated through meaningful engagement and experiences.

OMCC has a high expectation of effective supervision and interactions of children from our educators to reduce potential harm and manage the risks.

Sustainability focuses on fair and equitable access to resources, conserving resources and reducing consumption and waste.

Sustainability guides children to learn about the interconnected dimensions of the natural world and how to care for Country through environmental, social and economic sustainability. Children are supported to appreciate that sustainability embraces caring for the natural world, which incorporates social justice, fairness, sharing, democracy, and citizenship.

Through hands-on learning experiences, children will develop an interest in the sustainable world around them and become active and informed citizens. Educators and children are critical in creating and promoting sustainable communities and their capacity to advocate and act for positive change. Children will engage in local biodiversity and learn the Aboriginal names of land, local plants, and animals around OMCC. Educators through the EYLF will encourage and develop an appreciation of the natural world, understanding our impact and the interdependence between people, animals, plants, land and water. Children's agency and their right to be active participants are fostered to advocate and be part of change. Sustainable practices are discussed and embedded with children to take an active role in caring for the environment within OMCC and the local and global community and to think about ways they can contribute to a sustainable future.

Critical reflection and ongoing professional learning involves engaging with questions of philosophy, emerging theories, ethics and practice in a respectful atmosphere to gather information and gain insights that support, inform and enrich decision-making about children's learning.

OMCC's educational curriculum reflects the Belonging, Being and Becoming- The Early Years Learning Framework (EYLF) through play. Play-based learning involves children exploring literacy, numeracy, science, music, art and technology individually or in partnerships. Children can revisit and build on past experiences while making choices and being co-constructors in their learning. Learning incorporates children's transition to formal schooling within the local community. Educators are co-learners with children, families and the community by being present, researching and hypothesising together.

Children are knowledgeable, intelligent and competent learners and co-learners. The planning cycle is implemented when educators listen to children's conversations, observe actions to discover their current knowledge, have sustained conversations that value their ideas and opinions, and use the information to make meaningful curriculum decisions.

Pedagogy, practice, observation, and assessment are adapted to facilitate children building on previous and current knowledge and what they are familiar with, to maintain high expectations, and to enable children to progress and experience success.

Educators work with colleagues, children, families, and other professionals to share decision-making and engage in conversation and critical reflection about their own and others' practices and different theoretical and philosophical approaches to the pedagogy they adapt. Critical reflections inform future practices that demonstrate an understanding of each child's learning, development, and well-being with equity and social justice implications.

Educators are committed to ongoing professional learning and development to increase their capabilities, collaborate with colleagues, and support critical reflection on everyday practices within OMCC.

OMCC's Quality Improvement Plan (QIP) reflects our commitment to continuous improvement by reviewing our practices for service delivery, curriculum, policies, and procedures in partnership with families, educators, staff, and management.

Collaborative leadership and teamwork are built on shared responsibility and professional accountability for children's learning, development, and well-being. "Leadership" is when all team members use their professional skills, knowledge, and attributes to work collaboratively to achieve their best for children, families, and co-workers. "Teamwork" is when educators lead their own ethical practices and take professional and personal responsibility for their actions and decisions.

Collaborative leadership and teamwork are built on professional, direct and respectful conversations about practice where each other's views, perspectives, opinions, skills and knowledge are respected. Being comfortable having challenging conversations is essential for collaborative, productive teamwork.

Educators, individually and as teams, engage with critical reflections on their practices and contribute to curriculum decisions and QIP.

OMCC's curriculum reflects educator practices and learning outcomes for children through an ongoing planning cycle that is documented and incorporates observing (listening), assessing (analysing/interpreting), planning (designing), implementing (enacting) and evaluating (critical reflection). Educators use a range of information obtained through formative assessments to communicate with families about children's learning and how their child is participating in the curriculum. The planning cycle is completed in partnership with educators, children, and families while reflecting on the five learning outcomes, developmental areas, knowledge, and experiences to plan meaningful learning.

Collaborative leadership and teamwork support a culture of peer mentoring and shared learning where all the team members contribute to each other's professional learning and growth for high-quality programs.

8b. Curriculum

Children benefit most when a curriculum is holistic and responsive to their development, needs, knowledge, interests, and abilities. Our curriculum includes local, national, and international events throughout the year, both planned & spontaneous.

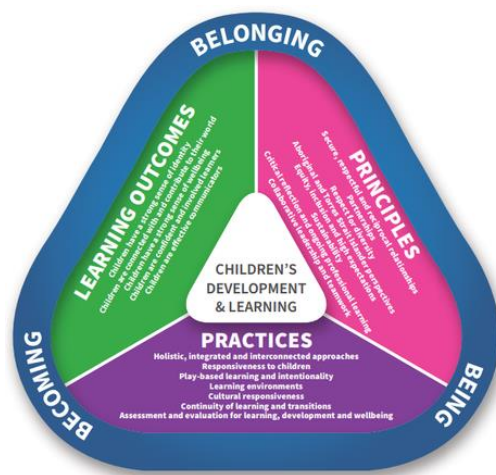
OMCC's curriculum honours a child's active mind. It combines structured and unstructured environments in which children are encouraged through intentionality to scaffold knowledge while developing independence and a sense of agency.

Educators role model, support, monitor, encourage and assist children in learning and exploring their environment that reflects the Early Years Learning Framework (EYLF) and developmental areas.

The holistic development of a child through the EYLF's 5 learning outcomes, practices, principles and developmental areas is critical to successful learning.

An educator's intentionality through practice and ability to reflect, observe, plan and think about all aspects of a child's learning is fundamental to successful play-based learning.

Through a balanced curriculum, children will be encouraged to achieve a strong sense of belonging and self-esteem which will assist the children to reach their full potential and be resilient.





8c. School Readiness and Transition to School

School readiness across childcare services in Australia often looks very different based on the selected service. School readiness is an important stage of development for all children entering their formal schooling years after leaving our service. OMCC has a holistic approach to school readiness, starting on a child's first day at the service regardless of age. The foundations of learning happen in all aspects of a play-based learning environment.

Social and emotional development is the foundation of school readiness. Children who are confident and resilient can engage in discussions, inquiry questions, create and problem-solve. These skills develop through a play-based program that provides for extended periods of uninterrupted play and the inclusion of a language-rich environment. The EYLF describes play-based learning as 'a context and a process for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.' (EYLF, 2023, p. 67).

OMCC's play-based learning environment facilitates meaningful learning opportunities through everyday life experiences, e.g. growing vegetables, looking after the animals and caring for the environment. The fundamental skill set required to transition a child to kindergarten is achieved through our weekly curriculum and individual and group goals set in consultation with families to prepare children for their formal academic learning once they transition to school.

Our educators are able to provide knowledge-based support and feedback to assist families in making decisions about the transition to kindergarten for their children. Families will receive two transition-to-school reports to assist in understanding their child's developmental growth. Once permission has been obtained, the final transition report will be shared with the child's nominated school as part of the Start Strong Gov funding program. Throughout the year, educators and local schools will liaise to establish procedures to assist children in transitioning from an early education and care environment to formal schooling.



8d. Grouping

OMCC has nine individual indoor learning environments that facilitate small grouping of children. Within the groups, children are allocated to a primary educator to maintain the continuity of learning documentation. Children will actively participate in small group and individual learning experiences throughout the day. Educators in each group are consistent so that children can identify and establish a sense of connection to an educator and belonging to the service. The 2-5-year-olds often play together during outdoor activities, while the 0-2's have a separate outdoor play environment. Educators value a curriculum that responds to each child's age and ability. The grouping of children has been organised in such a way that it facilitates educators to support each child's growing abilities. All age groups will combine at the beginning and end of the day and for special occasions.

The service opens at 7.00 am. Breakfast will be served until 7.25 am in the Lamb's for the 0-2 years children and in the Bunnies for the 2-5 years children. From 7.30-8.00, the children will divide into the Lambs (0-2yrs), Bunnies (2-3yrs) and Chicks for the (3-5) yrs. Grouping will commence again in the evening from 5.15 pm. The 3-5 years children will be in the Chicks, 2-3 years children will be in Bunnies, and the 0-2 years children will be in the Lambs. From 5.30, the children will be in the Bunnies (2-5yrs children) and the Lambs (0-2 yrs children). All children will be combined in one room (Lambs) from 5.45-6.00 pm. Between 8.00 am-5.00 pm, if the children and educators are not in their rooms, a sign will be placed on the room door to advise where they can be located.

8e. Behaviour Analysis and Guidance

From birth, children explore and learn how to manage their emotions, thinking, purposeful behaviours, rights, and responsibilities within the complex social world around them. In conjunction with educators, children discuss and decide what the expectations are in various situations.

Educators communicate, reflect, and consider the context of the emotions, the whole child, as well as their values and disposition to components of behaviour. Behaviours can be affected by various internal and external emotions for both children and educators.

As children grow, they become more independent; they are encouraged to become confident and capable learners in making their own decisions.

Relationships provide a solid foundation to support children's behavioural learning and emotional development. Children feel valued, accepted, and appreciated when they are supported to develop self-regulation skills in a caring and sensitive manner.

Most children test the limits when they first join a new group and again from time to time. If children make choices where their safety or the safety of others is at risk, educators will redirect the child to another learning experience and provide a reason for being redirected.

Educators play a vital role in supporting children to self-regulate their emotions and responses to meet their individual needs in a safe, caring, and respectful environment. Guiding and supporting children to build resilience in a holistic nature and to self-regulate their emotions takes time, growth, brain development and learning.

When and if the need arises, educators will discuss and document behaviours on a Behaviour Analysis Record in consultation with the family and the service Director/ 2IC. Strategies can be developed in conjunction with outside agencies if necessary. Outside assistance will be sought to support both the family and educators. At all times, the Behaviour Analysis and Guidance Policy and Procedure will guide the expectations of the team. Where families refuse to work with educators and management to meet the needs of all parties and the safety of others is in jeopardy, a child's position within the service will be placed at risk at the discretion of management, and a family may be asked to leave the service.



8f. Kinder m8

Kinder m8 is the electronic platform that OMCC utilises to capture and communicate children's observations, daily reflections, eat sleep charts and parent notices to families. Kinder m8 is another communication method between the service and families. Families will be sent a notification/email to see their child's learning assessments and daily reflections approx. two weeks after their child has started. To access Kinder m8 via a smartphone or tablet, you can download the free parent app by searching for 'Kinder m8 Family Longe' in the Apple or Google Play stores. To log in from a PC to access Kinder m8 follow the link <https://oldmacdonaldscc.Kinder m8.com.au/Parents/Login>

Learning assessments (LA) will be linked to the Early Years Learning Framework (EYLF) and incorporated to scaffold a child's development through play. LA and daily reflections will be shared with families through the Kinder m8 app or the parent portal via your login details on a PC or portable device. LA is for individual children. All families tagged in the daily reflection can see the photos and summary of the daily experiences for that particular room. Families will receive a notification when something has been posted relating to their child.

Families are encouraged to provide feedback that can be incorporated into further planning.

Passwords are private and confidential; no one at the service knows your password. Old MacDonald's Child Care manages the accounts for all families.

Families can print off their child's learning documents to compile their portfolios at the end of each year.

8g Routines

Routines are predictable, flexible and embedded in everyday tasks. They inform children of what will happen next based on the educator's prompts rather than time. Routines start when a child arrives at the service and, greets the educators, assists in placing their bag in their locker and water bottle in the basket. Educators know the significance of daily routines and embed teachable moments and learning opportunities in all routine "tasks".

As children grow and learn, routines help them to develop a sense of security and to feel safe in our learning environment. Routines help integrate children's learning and provide a sense of continuity throughout the day. Flexibility within routines allows educators to meet the children's needs and be responsive to their learning.

Routines reinforce the trust that caring adults will provide what they need while facilitating them to engage in their "work" (learning through play), which provides a sense of purpose for the tasks undertaken in everyday life. Children may learn about maths and sequencing, e.g. by counting plates, learning when the cup is "full" or empty, and following the same procedure when they set up the lunch table and pack away the resources. Educators labelling the tasks, discussing actions and discussing what comes next adds language to the environment and develops language skills. Self-help skills are developed within routines, e.g., hanging paintings when finished, serving their meals and drinks, and other independent tasks.

Routines provide children with a context of learning. Through effective routines and transitions, children learn how their world is organised and what they need to do to interact successfully. Even the most ordinary routines have extraordinary benefits for children. The everyday tasks of washing hands, setting the table, scraping their plates and making the beds help children establish a sense of agency while developing physical, social, emotional and language skills.

When children participate in a routine, they feel confident and in control. They also learn to develop a sense of satisfaction in being able to do things for themselves.

Routines provide regular opportunities to;

- Extend children's problem-solving skills and language development.
- Build connections and respectful relationships.
- Support children's well-being and sense of belonging.
- Encourages independence, autonomy and self-help skills.
- Support a strong sense of self-worth as they are connected.



9. Starting Early Childhood Education and Care

9a. A Child's First Day

Selecting a service that meets a family's individual needs is vital to feeling comfortable and settled when care commences. Staff and educators support the transition from home to the care environment to ensure it is as smooth as possible. Before a child starts at the service, educators read each individual enrolment form to familiarise themselves with the individual information to establish a sense of belonging from the first time each child is entrusted into our care. There will be mixed emotions from all parties involved; if there is anything we can do to assist during the settling-in process at any time, please let us know. Depending upon a child's previous experience away from a family and their age will determine how they adapt to the new environment. To prepare children for the transition, families can:

- Talk to their child about the service and what might happen during the day;
- Bring their child with them for the orientation visit;
- Drive past and drop in so the environment becomes familiar;
- Include your child in selecting the items needed to start (the list is below)

On a child's first day, it is important to establish a routine so that they can feel secure. If children are unsettled on the first day, it's recommended that the first few days are shorter, if possible, to allow them to adjust to their new environment.

It is normal for children to have some difficulty separating from their parents when starting. OMCC will be a new and unfamiliar environment for children. Parents are encouraged to take a firm and positive approach to starting, e.g. 'Monday is a school day, and we always go to school on Monday' to help children settle in.

Children will soon pick up on whether parents feel positive or guilty about separation. When the time comes, we encourage parents to spend time with their children in the service, settling them into their new environment.

On a child's first day, walk in with the child carrying their bag (if appropriate). Show them where their bag belongs and say good morning to the staff and educators.

When it is time to leave, say goodbye and leave; never sneak away. Tell children when parents will return. Children do not understand time, but they know what routine they are up to. Stay with this routine until the child settles in. Routine adds security, and breaking a routine before a child has established a connection to the new environment can cause stress and anxiety. If a child indicates they want to leave with their parents, the educator will be there to support the family's departure. If parents stay or keep coming back, parents will send mixed messages and prolong the inevitable. Usually, children can cry for a short period before they settle. Even when children are well prepared, some children will have trouble separating. Separation anxiety is normal and often occurs more in older children as they are more aware of social connections. Children start with excitement, and this can last for a few weeks, and they can change to "I do not want to go to school" stage. The different emotions are all part of settling in and could last a few weeks, depending on the frequency a child attends. This time is particularly difficult for parents/guardians, but staying strong will benefit your child.

Parents are encouraged to call the service anytime during the day to inquire how their child is going. If a child is not settling in and is distressed, an educator will call and discuss strategies to assist with settling in.



9b. What to pack in your child's bag.

The items below are required to be packed in your child's bag. All items are to be labelled to help identify who owns the item. With 131 children attending the service daily, many children could have the same items. Labelling a child's belonging prevents items from being lost, placed in the wrong child's bag, or mistaken by another family and taken home. If items are lost, they will be stored in the lost property cupboard within each room.



- A change of summer and winter clothes for all children. Many clothing changes (at least 6) are recommended for younger children who are toilet training or have just been toilet trained.
- Cot sheets for sleep time and a blanket for the cooler months.
- Labelled water bottle.
- Sterilised empty milk bottles. (if required)
- Formula (in original container) for children who require something different to S26 Gold or breastmilk. Once opened formula expires after approx. 3-4 weeks.
- A dummy if required. Dummies are to be replaced every two months.
- A labelled container with a lid for your child's teething ring.
- Disposable nappies for children in a 3-5 year rooms.



9c. Separation Anxiety

Entering a new child care arrangement can be an emotional experience for both parent and child. Careful planning and knowing that some separation anxiety and tears are normal can make the transition from home to the service as pleasant as possible. How quickly a child adapts depends on a number of factors, including the child's age and stage of development, the child's past experiences in the care of others, and the adults' ability to prepare themselves and the child for the separation. Here are some strategies to help make the process go smoothly.

Share information with the educators- Share your child's unique likes, dislikes, fears, eating/sleeping habits and anything else that will help the educators understand a child, ease the transition and provide care that is reasonably consistent with yours.

Visit the new setting with your child- Show children where they will be eating, sleeping, playing and introduce the new educator. Familiarity will make the actual separation easier. Preschoolers may enjoy having a book read to them about going to childcare.

Shorten the first few days- Shorter visits give children more time to adjust and will allow them to learn by experience that you will return.

Build trust- Let children see families and educators building a friendly relationship. Include the three of you in a brief conversation or play activity. Children often use their parents as a "bridge" for developing a relationship of trust with a new adult.

Prepare the night before- An unhurried, pleasant start to the day is crucial to successful separations. If the child is able to, involve them in packing their bag and selecting and laying out clothes. A choice between two items, e.g., white or blue socks, is enough for young children.

Something from home- Young children often use an object from home (such as a favourite teddy or blanket) to comfort themselves. Other children prefer to put a family photo or parent's familiar scarf or glove in their pocket or backpack. Eventually, the need for these objects diminishes as children develop a secure attachment with educators.

On the way, on the first day- Have a calm, positive attitude. Babies and toddlers are especially sensitive to your moods and can quickly pick up any tension in your voice, face, touch or mannerisms. Sing a favourite song or talk about what you or the child will do today. In terms the child will understand, explain when and where you will pick him/her up. "After lunch and sleep, I will come and pick you up. You will probably be playing outside then. I will know where to find you". A common fear is that you will not return or that you will not find each other.

Develop a "goodbye" ritual- Rituals are reassuring, especially during stressful times. Plan a special way to say goodbye, such as a wave through the window or a lipstick kiss stamped on the back of the child's hand. You might ask your older child, "How shall we say goodbye? A kiss or a hug? One hug or two?" Giving them choices in little matters helps them feel that they have some control over what is happening, regardless of how tempting it may seem; never sneak out while the child is distracted. This destroys trust & will encourage the child to cling more on future occasions.

Avoid repeated goodbyes- Once you say, "I am leaving now," go through the established goodbye ritual and leave. Stalling can make the child more fearful and clingy, and coming back when you see your child in distress will create a yo-yo effect, as your child will settle when you re-enter the room but will become distressed again when you leave.

Accept and listen to negative feelings- If you or your child are feeling upset about the separation, reassure yourself that you have taken all the required steps to place your child in a safe, nurturing and stimulating setting. Telling children that they are too big to cry or

that they are making a fuss over "nothing" only aggravates their fears and fails to help them understand their true feelings. Saying, "I know you are feeling sad. I will miss you too," is more helpful.

Accept that a temporary period of adjustment and some feelings of parental guilt or worry are normal. After you have left your child, please call the service to "see how things are going." Educators are here for both the families and the children. Stress from separation and adjusting to new situations can be a real strain for parents and their little ones. However, with careful planning, the adjustment period can be brief.

Source http://www.cccf-fcsqe.ca/wp-content/uploads/RS_41-e.pdf

9d. Dummies, Formula and Bottles

Infants and toddlers may need to use a dummy as a comforter to assist them with settling into care. Children requiring a dummy while in care at OMCC will need to be changed every 8 weeks. Whilst not in use, dummies will be stored in an airtight container out of reach of children. Dummies are not to be left in a child's bag for any reason. The educators sterilise dummies at the end of each day to maintain health and hygiene guidelines. Families are encouraged to leave new unopened dummies at the service. When the last dummy is opened, or new dummies are required, educators will message via the kiosk or Kinder m8 to purchase and provide new unopened dummies. Children in the 2-3 years room who require a dummy for settling, the dummy is to be placed in an airtight container and cleaned and replaced every four weeks by the family,

When a child requires a formula different from what OMCC supplies (S26 Gold), families are to supply an unopened tin every 3-4 weeks based on the manufacturer's expiry requirements or if used beforehand. When a family supplies a formula, the formula age is to match the child's age unless a medical certificate is supplied to state an alternate formula is approved. When a new formula is required based on the expiry date or usage, educators will place a message into the kiosk or Kinder m8 to supply a new, unopened tin of formula.

Milk bottles can only be used in the 0–2-year rooms as bottle-making facilities are within these rooms. All other rooms will offer milk from a cup. When a child requires milk (formula, breast, cows) from a bottle, families are to supply empty sterilised bottles equivalent to the daily needs per child per day of care. Families will place empty bottles in the bottle prep area each morning on arrival. After each bottle, the bottles will be washed and left in the bottle prep area for the family to collect.

9e. Water Bottles

All children require a water bottle each day while at the service. Parents are required to take home the water bottle each day to be cleaned. Each room has a water bottle basket/location. On arrival, families must place their child's clean filled water bottle in the applicable location. Water bottles are offered to the children periodically during the day. The frequency of water bottles being offered is based on the weather conditions, the physical activity of the children, and if the child is inside or outside. While children are outside, they have access to the water bubblers.

9f. Toilet Training

When children are approaching this important milestone in their life, please work with the educators to ensure consistency for your child between home and OMCC. "Accidents" can happen, and it is important for this stressful time to be guilt free for children to ensure success.

9g. Clothing/ Footwear



Childcare can be a place for messy and exploratory play. When children attend, they need to be in clothing that is comfortable and easy to clean. Children explore the outdoor environment in all seasons. It is, therefore, essential the extra clothing packed in their bag needs to reflect all possible weather situations. Aprons are provided for painting and messy play. Occasionally children participate with/without aprons or explore their environments. Stains may appear on the clothes that cannot be removed.

It is important to select clothing appropriate for the development of each child, e.g. toileting. Children need to experience independence. Any clothing items with buttons, belts or overalls may cause "toileting accidents" and distress for children.

All items brought to OMCC must be clearly labelled, including shoes, socks, bag, water bottle and clothing. When selecting shoes, shoes need to be sturdy and support a child while running and participating in physical activity and protect a child's feet from potential hazards within the environment. Shoes need to be secure and not be able to fall off while playing. All shoes must have the toes covered. No thongs, crocs or any slip-on shoes are permitted. Shoes and socks are only permitted to be taken off while in the sandpit during the warmer months and for rest time. At all other times, shoes remain on.



9h. SunSmart

OMCC aims to protect children as much as possible from the harmful UV rays from the sun. When selecting children's clothing, clothing must cover and protect their skin while outside. All tops and dresses are to have sleeves and no tummies showing. Shorts and dresses are to be long enough to cover the thigh. On enrolment, OMCC will supply each child with a hat that is approved by the Cancer Council. All hats are to remain in the service. If children take their hats home and do not bring them back or refuse to wear a hat outside, the "No Hat No Play" rule applies until the family supplies a replacement hat or a child will wear their hat. Educators will apply sunscreen to all children 20 minutes before going outside.

9i. What not to bring

Toys from home are difficult to take care of at the service, and often it is difficult for children to share amongst a large group. Parents explaining to their children that they cannot bring their special items to school as they could get lost or broken is critical in the service and family working together. On occasions, items from home can come in for discussion, but first, speak to your child's educator. If your child takes home equipment, explain that OMCC toys are for sharing at the service, and if everyone took them home, there would be no toys left to play with at the service. Help your child return the toys to an educator the next time they attend.

10. Arrival and Departures

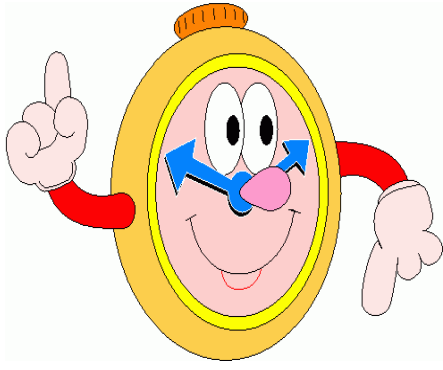
10a. Arrival

Parents/Guardians are required to sign their child in on arrival to the service using the kiosks. The kiosks are located within all rooms and at the entry of the service.

Please note that Old MacDonald's Child Care will not allow anyone under 18 years of age to drop off or collect a child. Authorised persons over the age of 18 are considered adults, mature and capable of safely taking children from the service to the home. Signing a child in and out of the service is a legal requirement that requires an adult to complete.

Signing in and out is a requirement of the Department of Social Services and the Department of Education and Communities, who issue the approval for OMCC to operate.

Once a child has been signed in, bring them into the playroom or playground to meet the educators. Bringing children to educators ensures they know when a child has arrived and can personally welcome each child. This opportunity also allows parents to share important aspects of the child since they were in care last.



10b. Departure

Parents/guardians are required to sign their child out on arrival at the service. Never collect a child without informing an educator. Collecting a child's belongings is best done with children - it helps to develop a sense of responsibility and belonging. When collecting, children leave extra time to speak to educators about their day. If families wish to discuss their child's day, they need to arrive by 5.45 pm, as this will allow time to speak to their child's educator before the service closes at 6.00 pm.

10c. Late Arrivals

Parents must arrive to pick up their child at the agreed time. If parents are delayed, they need to ring and inform the service when they will arrive. There is a late fee when a child is collected after 6.00 pm. The charges are per child and families are notified of the charges via the service supplementary information document. Any family with more than five late fees per year will be charged a different rate. Late fees cover the educator's overtime wages and are charged to the fee accounts the next business day. Late fees are determined by the service clock and are required to be paid by the end of the week they were charged.

10d. Authorisation for the collection of children

Children will not be released to anyone without authorisation from parents. If parents wish for someone else to collect their child, they must be an authorised nominee on the enrolment form or have written authorisation from parents and produce identification on arrival. Everyone, including parents, authorised to collect a child will be asked for identification by educators until they become a familiar person within the service. If a change in collection arrangements occurs, parents need to phone OMCC and inform who will be collecting their child. If prior notice is not given and someone from the authorisation list arrives to collect a child, an educator will contact parents before releasing a child.

Educators will be informed of these changes through the staff communication book situated in the office. Phone and Kinderm8 messages, which relate to a change in your child's pick-up arrangements, are recorded there. If there is a parenting/ court order relating to access to a child, OMCC must have a copy on the child's file, and if required, a delaying tactic will be put into action.

Through Kinderm8, families have access to a document summarising the collection procedure they can share with authorised collection people when they collect their child from the service for the first time.

10e. Smoke-Free Environment

OMCC's service premises it is a smoke-free environment. A smoke-free environment includes both cigarettes and e-cigarettes. When entering the premises to drop off or collect a child or for a service event, the smoke-free environment applies. Being a smoke-free environment is part of OMCC's approval to operate an approved Education and Care Service and is best practice for the health and safety of children. Under the Public Health (Tobacco) Act 2008, it is an offence to smoke in a car with a child under 16 years of age in a vehicle. These laws are to protect children from second-hand tobacco smoke. Second-hand tobacco smoke harms children's growing lungs.

11. Health and Well-being



11a. Health

Childcare can be a time when children build up their immune system as it is exposed to germs and illnesses other than in a family home. If a child develops or is exposed to a vaccine-preventable disease such as measles, families are required to notify OMCC immediately as a service is required to notify the Health Department. Families within the service will be notified of a potential risk to an infectious disease/illness via door notices and Kinder m8. It is important that families work with the service to minimise the risk of exposing others to illness. Effective communication between all parties when signs and symptoms of illness are essential to break the chain of infection, minimise the spread of infectious disease/illness, and prevent further illness to others. When a child is excluded from the service based on signs and symptoms that educators observe, a family must confirm with a Dr as soon as possible. When an illness has been confirmed, families are required to notify the service ASAP. It is at the discretion of OMCC's Responsible Person as to whether a child is sent home. Parents must respect and consider this decision as final.

When a child returns to the service after an infectious disease/illness, a doctor's clearance stating what they are cleared from to return is to be supplied on re-entry for the health and safety of all staff, families, and children.

When a child is unwell and unable to attend the service, families must call the service to advise that their child will be absent from care and why. Children who become ill during the day must be collected as quickly as possible. We are unable to provide the 1 to 1 care that sick children require. In this handbook, there is a list of the most common illness a child could be exposed to and details of the exclusion periods. If the illness/ infection requires a doctor's clearance, an * is listed next to the Disease/ Illness. All parties utilising the service, including educators, need to be protected. If a child is sent to OMCC unwell, these illnesses could impact other children, families and educators.

11b. Gastroenteritis

When a childcare service has two or more cases of sudden onset vomiting or diarrhoea in 48 hours, the NSW Public Health Department classed this as an 'outbreak' of Gastroenteritis. As a result, OMCC is required to notify the NSW Public Health Unit (PHU), and the exclusion period increases to 48 hours for gastroenteritis.

Once a notification is made to the PHU, a notice will be sent out from NSW Health as the service is required to follow their guidelines in an outbreak which could include undertaking stool samples if other family members are home sick with symptoms of vomiting or diarrhoea. In these situations, if children stay home, the virus' that cause vomiting, diarrhoea, and gastroenteritis are usually contagious before signs and symptoms are seen. This helps to minimise the spread of infection.

11c. Immunisation

When enrolling a child in OMCC, an immunisation history statement must be supplied, or a medical exemption will be provided in compliance with the NSW Public Health Act. The new requirements prevent OMCC from enrolling children unless immunisation history statements and certificates state that they are fully immunised, have a medical exemption, or are on an approved catch-up plan. If families have not provided OMCC with an up-to-date immunisation history statement and there is an outbreak of a vaccine-preventable disease in the service, children considered "at risk" will be excluded from the service until it is declared safe to return. During a child's absence, fees are still payable. Unvaccinated children will be excluded from the service in the event of an outbreak of a vaccine-preventable disease for their protection.

11d. Medication

Medication (prescription and non-prescription) will be administered according to the doctor's/pharmacist's instructions on the dispensing label. To administer medications, parents must complete a "Medication Record" following the dispensing label instructions. Manufactures written directions must be clearly visible and not obstructed by the dispensing label. Medication forms are in each room. Medication will only be administered if the medication is:

- In the original packaging
- Labelled with the child's name.
- Is within the current expiry date, and
- A medication record has been completed.



Any medication to be administered must be handed to an educator for appropriate storage. No medication is to be kept in a child's bag or placed in a water or milk bottle. OMCC will not take responsibility for any medications left in a child's bag, nor will the medication be administered. Placing medications in a water or milk bottle is unsafe, as accidental poisoning could occur if a bottle is used by the wrong child. First aid-certified educators administer all medications. Non-prescribed medication (e.g. teething gels, nappy rash powders and cream) will only be administered to children if they have a dispensing label. When a child is teething or for other requirements determined by a medical practitioner, paracetamol will be administered according to the label and letter from your child's doctor. All medications are required to have a dispensing label from a pharmacist. Children are required to be kept away from the service until three doses or 24hrs have passed when commencing new (any medication that has not been taken previously) medications.

11e. Incidents/Injuries



Educators will treat all injuries that occur at OMCC to minimise cross-infection. Educators will record the incident and notify the parent (even for a minor scratch). On arrival to collect a child, parents will be asked to read and sign an incident/ injury/ trauma record prepared by educators. This record details the incident and the first aid procedure carried out by educators. In the event of a serious incident where a child requires medical treatment, the Nominated Supervisor or delegate will contact the parents. If parents are unable to be contacted, the nominated emergency contact will be notified. In the event of being unable to make any contact, the Nominated Supervisor reserves the right to call a medical practitioner and receive their verbal authorisation to take further action. It is fundamental that parents ensure emergency contacts are reliable and available.

11f. Child Protection

Child protection is a child-centred approach to protect children and young people from the significant harm caused by abuse or neglect within the home or childcare environment.

Children have the right to be protected, nurtured and free from all forms of violence, abuse, neglect, maltreatment and exploitation, as stated in Article 19 of the **UN Convention on the Rights of the Child**.

Under the **Children's Guardian Act 2019**, children and young people's safety, welfare and well-being, including protecting children from abuse, is paramount. **Child Safe Standards** are strategies for prevention and response to child protection and are implemented through OMCC's Duty of Care to children and employees.

All persons providing care and education to children and young people within Old MacDonald's Child Care are **Mandatory Reporters**. Mandatory Reporters identify concerns based on the risk of significant harm and record and report the concerns using the **Mandatory Reporter Guide** (MRG). Where necessary, complete a notification to the child protection hotline and the Department of Education.

11g. Exclusion Periods

<u>Exclusion Periods</u>	
A doctor's clearance * is required to return to the service after being ill with an infectious disease/ illness.	
Disease / Illness	Period of Exclusion
* Chicken Pox (Varicella)	Excluded until all blisters have dried (at least five days).
* Conjunctivitis	Excluded until the discharge has stopped from the eyes.
* COVID-19	Excluded until symptom-free and are well.
Croup	Excluded until the child is feeling well. Croup usually gets better in 3–4 days.
* Diarrhoea	Until all symptoms have cleared and until 24 hours after the last loose motion.
Fever	Excluded until 24 hours after the fever has returned to normal.
* Gastroenteritis	Excluded until 48 hours after the last vomit of loose motion.
* Glandular Fever	Excluded until well
* Hand Foot & Mouth	Excluded until all blisters have dried.
Head Lice	Excluded until effective treatment has been implemented. To return, hair and scalp must be free of nits and eggs and checked by an educator on returning to the service.
Impetigo (school sores)	Excluded until antibiotics have commenced for 24 hours and all sores covered with a waterproof dressing. If sores are unable to be covered, then exclusion until fully healed.
* Influenza & Rhinovirus	Excluded until well.
* Measles	Excluded for at least four days from the onset of the rash.
* Meningitis (viral)	Excluded until well.
* Meningococcal Infection	Excluded until antibiotic treatment has been completed.
* Mumps	Excluded for nine days or until swelling has gone.
Oral Herpes (cold sores)	Excluded while a lesion is weeping and until scabbed over.
* Ring Worm	Excluded until all evidence of infection has disappeared and the child is no longer infectious.
* Roseola	Excluded until well
* RSV (Respiratory syncytial virus)	Excluded until well
* Rubella	Until fully recovered. For at least four days after rash appears.
Streptococcal Sore Throat (including scarlet fever)	Excluded until the person has received antibiotic treatment for at least 24 hours and feels well.
Tonsillitis	Excluded until antibiotics have commenced for 24 hrs.
Vomiting	Until all symptoms have cleared and a normal diet has resumed for 24 hours.
* Whooping Cough (Pertussis)	Excluded until five days after starting an appropriate antibiotic treatment or 21 days from the onset of coughing.

12. Food and Nutrition



12a. Food and Nutrition for Children under two

Sterilised bottles for children to be fed formula or breastmilk are to be clearly labelled with the child's name and are to be supplied by families. OMCC will supply the following formulas:

1. S26 Gold Alula Newborn 0-6 months and progress 6-12 months

Children over one year of age will be provided with cow's milk. If a child does not drink the formulas supplied by OMCC, parents need to supply the formula their child would consume while in care. Educators will wash the bottles after use for the families to collect in the evening. Bottles will only be sterilised when required to be used again during the day by the educators.

When solids are introduced to children, each time a new food is added to the diet, the new food item must be consumed at home first in case of any allergic reactions. As food items are added to a child's diet, please advise educators so the items can also be consumed at the service per the national infant feeding recommendations. What a child has eaten or been offered while in care will be recorded electronically on Kinderm8 for families to view at a convenient time for children 1-2 years of age. Children aged 0-1 will receive a Daily Communication Record, where the information is recorded, taken home, and returned each day. Before returning to care on the next day of attention, the family is required to record when their child woke up in the morning and when they were last given/offered a bottle or food.



12b Food and Nutrition for children over two

OMCC provides a nutritional menu for all meals based on the Nutrition Australia and Eat for Health guidelines. Breakfast is served between 7.00 am-7.25 am. The last breakfast will be served at 7.25 am. If children arrive after the cut-off time and parents would like their children to have breakfast, they are more than welcome to bring breakfast with them. If foods are brought into the service, foods are to be selected that minimise the risk to other children and take into consideration of the anaphylaxis listing in the service foyer.

All meals provided throughout the day are prepared on-site by our cook in accordance with our displayed nutritionally balanced and designed menus. Meals and snacks include fruit, vegetables, wholegrain cereals, dairy, lean meats and alternatives. Foods will be high quality, locally sourced and fresh ingredients where possible.

Children are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day and in accordance with the Nutritional guidelines. The food will be adequate in quantity and in accordance to the growth and development needs of children. What a child has eaten or been offered while in care will be recorded electronically on Kinderm8 for families to view at a convenient time.

12c. Allergies

We will have some children that are enrolled with severe allergies to some foods.

To ensure the safety of all children enrolled at OMCC, all parents need to work together to protect these children. Parent cooperation is greatly appreciated, as allergies some children have are life-threatening. If this were your child, you would like other parents to cooperate for the greater safety of others.

When a child is enrolled with severe allergies (anaphylaxis), the allergen will be listed in the foyer. If a child consumes any of the notified allergens before arriving at OMCC, please ensure that they have washed their hands and face, as any traces of these items that come into contact with children with anaphylaxis is enough to cause a severe reaction where their throat constricts, and they are unable to breathe. Anaphylaxis is life-threatening.

13. Other Information



13a. Safe Sleep and Rest

Time is set aside each day for rest and sleep. Educators will look for and respond to children's cues for tiredness and have open communication with families regarding children's need for sleep and rest during the day.

Rest time is for children to relax after the morning activities and for their minds and bodies to be fresh for the afternoon curriculum. During rest time, a relaxing, calm and tranquil atmosphere is created for the children to be guided through meditation, yoga or auditory stories for 20-30 minutes. After this time, children will participate in quiet and calm experiences while other children sleep.

When age-appropriate, children will assist in making their beds using a cot sheet provided from home. Sheets are to be brought to the service on a child's first day of each week, and at the end of the week, the sheets need to be taken home and washed. A blanket can be brought in for rest time in the cooler months.

For children 0-2 years, sheets are placed in the child's bag at the end of rest time. The children in the 2-5 years, the sheets are placed in an individual sheet and hat basket labelled with each child's name.

Security blankets may be brought from home. However, they should remain in the child's bag until rest time. Only items approved by RED NOSE will be placed in the cots for children 0-2 years. Security items are not approved by Red Nose and, therefore, cannot be placed in the cots.

Children within the 0-2 years age group that are placed in a cot to sleep have a physical check completed by educators every 10 minutes. Children aged up to 3 who sleep on a mat have a physical check completed every 15 minutes. Both checks are completed on a Cot/sleep check document located in each of the respective rooms. Sleep records are placed on Kinderm8 for families to refer to at a time that suits them.

13b. Family involvement / Volunteers

We value the contribution of volunteers to OMCC. The educators at Old MacDonald's Child Care would like to encourage families to become more involved in their child's day while at the service. Families are encouraged to suggest interesting aspects of their family or working lives, as family contributions enrich the children's experience. Sharing family cultures, experiences, skills, and knowledge enriches the lives of all the children, educators and families that attend our service.

During the year, there will be social gathering opportunities within the service where families and community members can meet and socialise. These events will be Easter, Mother's Day, Father's Day, and Christmas, just to name a few.

When a family member enters the service to spend time with their child, they are required to enter their name and times on our visitor's register located in the foyer.

Parents are also required throughout the year to complete parent surveys, policy suggestions, and evaluations. These documents are an important process for the service, as they allow us to include parent feedback, opinions and suggestions. It is important to have input from all aspects of our community.



13c. Birthdays

Food items for special occasions such as birthdays are encouraged, as they help children celebrate a special occasion with their friends. Individual items such as fruit waffles, banana pops, mini muffins or doughnuts are preferred as this minimises the cross-contamination when candles are blown out. If families make any food, please ensure that you provide a list of ingredients, and for purchased food items, the ingredients will be on the container. If the service is not supplied with a list of ingredients, the food item will not be shared with the other children. (Note- please ensure there is an adequate food item for the number of children in each room) If you would like to bring anything else, please discuss this with your child's educators before the items are brought in.

13d. Car Park Safety

OMCC is located on a large property with an equally large car park. To ensure the safety of the children and families visiting our service, there are a few practices we all need to abide by as part of the OMCC community. When entering, driving in and exiting the car park, all vehicles must abide by the sign-posted 10 km speed limit. The car park is a shared road space; we need to be respectful of other drivers, educators and children within the space. Parents are to park in the allocated spaces in the main car park. If at any time you need to drive and collect your child near the front door, cars can be parked near the fire hydrant. At no time are cars permitted to park in the emergency bays out the front of the service. These bays are to be left clear at all times for emergency vehicles. Children are never to be left alone in a car unsupervised. Children's safety can be compromised in a short time without adult supervision. Working together as a community to protect all the uses of our car park is critical to our OMCC community.



13e. Emergency Evacuation

Here at Old MacDonald's Child Care, we practise emergency procedure drills approximately once a month. The drills practised are either a lockdown or evacuation. When a drill is implemented, no parent/authorised collection person is to enter the service. If a parent/authorised collection person is in the service while a drill is in progress, they need to participate in the drill. If a drill is in progress and the sign is up on the front door, parents/authorised collection people are required to wait out the front of the service until the drill is concluded.

Depending on what drill is occurring will determine if the educators and children are evacuated or relocated to the designated lockdown areas. Once the alarm has been raised for an evacuation, one educator per playroom will assemble the children using the evacuation rope. The other educators will collect the rolls, emergency contact folders, and medication bags; check the storerooms, bathroom, change area, hallways, kitchen and foyer. All power points and lights will be turned off, all doors and windows to be closed where possible, and the keys will be taken to the service. When required, all children will be evacuated to the emergency assembly point located in the rear staff car park. All children will be assembled in the staff car park while one educator marks the rolls, and the other educator will do a head count. All educators will reassure the children and attend to first aid while waiting for professional assistance. In the case of a situation when an evacuation or lockdown is required, the person discovering the situation raises the alarm according to the situation and notifies the Responsible Person on duty.

The Responsible Person on duty will call 000, remain calm and reports the situation while the children and staff implement the applicable procedure.



13f. Lost Property and Art Files

Any item that is found not labelled will be placed in the lost property cupboard within each room. Lost property will be sorted out every two months. Any unclaimed item will be donated to a local charity or placed in the spare clothing containers for the service. Artwork created by each child will be placed in the art draw located in the lost property unit in each room. Families are required to collect/ check the art files at least monthly.

13g. Parent and Educators Communications

We recognise that to provide quality care and education for children, parents and educators need to be a partnership. By developing a relationship with educators, allows for the exchange of information and experiences with children and assists us to support their growth and development.

We understand that parents are busy people and have many demands on their time. We know as educators, we are also kept busy meeting the demands of a high-quality service. However, we will always make time to talk. Some of the other forms of communication used at OMCC include:

- Notice boards.
- The child's 'file' - for art and any other items that cannot be sent electronically.
- Parent meetings and social occasions at the service.
- Posters and pamphlets
- Sign in and out kiosks.
- Kinder m8
- Newsletters
- Kiosk



Our policy and procedure manual is in the parent library and on Kinder m8. This folder contains information on how, what, and why we do things here at Old MacDonald's Child Care. If you would like to discuss any of these issues, please talk to the Director or Educators.

The parent library contains various information and documents for families to read. Please sit, relax, and read the many documents on offer.

Childcare is Fun!