



Beresfield Community Children's
Education Centre
Parent Information Booklet

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newcastle.nsw.gov.au

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Letter from Centre Director

Welcome to the Beresfield Community Children's Education Centre.

Since 1978 our educators have provided thousands of children from our local community with high quality early education. We continually strive to improve our service and endeavour to keep costs as low as possible to ensure our service remains accessible for our families. As a community based service, managed by Newcastle City Council, we recognise and value the roles our families and the wider community play in the lives of our children and promote this philosophy throughout our program.

Beresfield Community Children's Education Centre provides a safe space for children to learn and grow. We embrace the early years of a child's life and give the children in our care the confidence they require to foster relationships, develop communication skills, and acquire the autonomy and independence required for the successful transition to 'big school'.

From an early age we extend on each child's interests through play-based learning experiences that are both spontaneous and intentional. We strive to create environments that foster learning and enhance life skills such as sustainability and resilience.

We look forward to being a part of your child's early education and welcome you to the Beresfield Community Children's Education Centre family.

Jacqui Mills
Centre Director



Our philosophy

Our Mission

Beresfield Community Children's Education Centre is committed to providing high quality early education and care which reflects the needs, interests and values of the children and families within our local community.

Our Vision

We strive to provide a space which respects and nurtures the uniqueness and potential of each child. We actively promote the early years as a time of discovery, exploration and the development of skills which will be drawn upon in all life stages.

Our Beliefs about Childhood

We believe that children are confident, competent and resourceful learners who have the ability to actively contribute to their own education.

We recognise that childhood is a time for exploration, discovery, imagination and investigation. As a result we will provide programs and learning experiences that are rich in opportunity and possibilities. We believe that the individual child is capable of determining their own ability and allow children to take risks and push boundaries which in turn will enhance learning and promotes an awareness and understanding of limitations.

We pride ourselves on establishing relationships which support children to:

- Develop and maintain a strong sense of identity
- Be connected to and able to contribute to the world around them
- Develop a strong sense of wellbeing
- Be confident and actively involved in their own learning journey
- Communicate effectively.



Our Beliefs about the Learning Environment

We promote the idea that children and adults thrive in environments which are safe, secure and provide a sense of belonging. Providing environments which reflect these beliefs ensure that growth and development will remain uninhibited.

We believe that the environment has the capacity to act as a teaching agent. We endeavour to provide both indoor and outdoor play spaces which are aesthetically pleasing, natural, inviting, inclusive and rich in possibilities. Our environments are designed to reflect the children's interests and are spaces where we promote autonomy, initiative and respect for the ideas and input of children, families and educators.

Our Beliefs about Sustainability

We believe strongly in educating the next generation about their role in reducing our carbon footprint. We aim to instil sustainable

practice into play by respecting and equipping our children to care for and maintain our vegetable gardens and participate in composting and recycling.

Our Beliefs about Community Involvement and Collaboration

We believe that families are the most powerful and influential teachers in children's lives. We strive to develop meaningful and positive relationships with families as a means of providing the best learning outcomes for children.

Through open communication, collaboration and a shared view of acting in the best interest of the child, our families and educators are able to work together to achieve learning goals and enhance the experience of early education.

Our service recognises the vast diversity amongst our families. We aim to bring to life these differences through providing a program which recognises beliefs and values while enhancing



our understanding of culture. We believe that through valuing and sharing our cultures, ideas, knowledge, strengths and differences we will be able to deliver experiences which are child focused and non-tokenistic.

As a community based not-for-profit service we value the integral role the community plays in supporting the wellbeing of children and families. We actively engage our children in experiences and opportunities which allow them to connect with their local community and develop a sense of belonging. Through excursions, the inclusion of performers and promoting positive and active relationships with visitors to our service such as workmen, our children are able to learn about the world around them and make sense of how they fit into that world.

Our Beliefs about Wellbeing

We acknowledge and value the importance of health and wellbeing and how this contributes to the experience of learning. Our programs and routines encompass these values through the promotion of a healthy, active lifestyle.

We believe that daily tasks such as mealtimes provide endless possibilities for learning and through listening to the child's voice we are provided with indirect opportunities to learn about culture, family traditions and values.

Our centre recognises the need to provide a safe space for children to learn and grow. We endeavour to eliminate hazards which in turn promote safety and wellbeing.

Our Role as Educators in Early Childhood

We believe strongly in the role we each play in the lives of the children we care for. We are

passionate, dedicated individuals who promote lifelong learning. Our team is made up of highly experienced and qualified educators who are committed to self-reflection, professional development and continual improvement.

We view our selves as advocates for early education and advocates for rights of the individual child. Through teamwork, research, innovation and dedication we are able to promote the importance of early childhood education and foster the role it plays in learning for life.



Operational Matters

1.1 Hours of operation

Monday to Friday 7.00am - 5.30pm.
The Centre is closed on Public Holidays and for three weeks over the Christmas break. No fees are charged for Public Holidays or during the Christmas closure.

1.2 Contact details

Phone: 4966 3150
Address: 6 Milton Street, Beresfield
Email: berochild@ncc.nsw.gov.au

1.3 Our History

Our Centre was established in 1978 and has provided over 38 years of quality care and education to the local community. We offer 58 places, catering for children aged between six weeks and school age. We offer a relaxed, homelike, safe and secure setting with qualified and experienced carers.

1.4 Our Care

Environments We have four rooms catering for the following:

8 places for children aged
6 weeks – 2 years

Koalas Room

10 places for children aged
2 years - 3 years

Researchers Room

20 places for children aged
3 years to school age

Investigators Room

20 places for children aged
3 years to school age

Each room is staffed with two educators, in compliance with mandatory ratios, with additional floating and casual staff covering breaks, leave and programming time. We also provide an additional educator to provide inclusion support in rooms where there are children with additional needs.

We also incorporate early morning and late afternoon family groupings to allow all age groups and siblings to be together.

1.5 Staff

The Centre employs educators who are experienced and highly qualified.

Among our permanent staff are two qualified teachers who both hold University Degrees in Early Childhood, the rest of our team are comprised of diploma qualified educators and those working towards obtaining their diplomas, a Cook and a full-time Administration Officer.

The Centre also employs a casual pool of educators that includes teachers, Cert III, Diplomas and cooks.

All of our early childhood trained educators hold certificates in first aid, and are also trained in asthma and anaphylaxis management and child protection.

Our educators come from a range of backgrounds and bring with them a wealth of contemporary knowledge and industry experience. Some of

our staff members have worked here for over 20 years, providing continuity of care and stability to our local community.

The Centre also provides training and work experience for students from University, TAFE and training agencies.

1.6 Policies and procedures

The Centre has a comprehensive set of policies and procedures governing its operations, as required by the legislation relevant to childcare providers. This information booklet includes summaries of the information contained in some of the key policies. The Policy Folder is available at all times in the Centre foyer. If you would like a copy of an individual policy, please ask at the office. We will consult with families when we propose amending and updating a policy.

Enrolment and Fees

Enrolment at the Centre is governed by a variety of policies, which are available at all times in the Centre's foyer. This section of the Information Booklet includes some key pieces of information from the policies relating to enrolment and fees.

2.1 Securing your child's place

Once your child has been offered a place at Beresfield Community Children's Education Centre, the child's parent or guardian must fill in an enrolment form, pay a \$105 security deposit and provide a copy of your child's birth certificate and immunisation records. A \$20 refundable fee is paid for a security fob to access the centre.

2.2 Priority of Access

The Federal Government has established 'priority of access' guidelines which the Centre must follow to receive government

funding that offsets our operational costs and keeps your fees low.

Places at the Centre are filled from the waiting list in the following order:

1. Children at risk of serious abuse or neglect;
2. Children of working parent/s or parents seeking employment or who are studying;
3. Any other child.

This means that if you are a non-working parent and a working parent requests care, you may be asked to swap a day. If this is not practical, you will be asked to give up your child's place (see the Enrolment Access Policy for more information).

2.3 Orientation

If time permits, it is a good idea for you to visit the Centre with your child and see the rooms, meet the staff and familiarise your child with our environment before your child commences.

If this is your child's first experience in day care, shorter days at the beginning of their enrolment can make this period more settling. This approach also gives you an opportunity to see how our rooms and routines work and enable you to ask any questions that you might have about the Centre.

2.4 Keeping your contact details current

It is vitally important that the Centre has up to date contact information for your family in the event we need to contact you during the day. If you move, change employment or get a new phone number, please ensure you let the office know.

2.5 Fees

The Centre charges a daily rate depending on which room your child is enrolled in. You will be provided with a statement of account each month and you must ensure that your account is kept up to date at all times, or you will be charged an overdue account fee. You will receive your final statement for the year at the beginning of November. We request that all fees for the year are finalised by the first week in December. Fees usually increase annually and you will be notified separately if this is to occur. *Please see the Fees Policy for more information.*

2.6 Payment Methods

The Centre accepts EFTPOS, credit card and direct deposit payments. No cash or cheque payments.

2.7 Notification of absences

If you are aware that your child is going to be absent on a day that they would normally attend the Centre, please let the office know as soon as possible. If we are able to fill this place with another child, you will not be charged the fee for that day. Otherwise you must pay the daily fee for each day your child is enrolled. The Centre does not offer any make up days or swap days to replace absences.

2.8 Security Deposit

The Centre requires a refundable \$105 security deposit for each child. This is a one-off charge and is refunded back to your account at the end of your enrolment.

2.9 Security Fob

To access the building you will be required to obtain a security fob that is registered to your name. A refundable \$20 deposit is required for each fob and this deposit is refunded back to your account upon its return at the end of your enrolment. Fobs must be returned in

good working order and extra fobs may be ordered for other contacts.

2.10 Late Fees

The centre is licensed to have children on the premises from 7.00am – 5.30pm and at no other time outside of those hours. If you have not collected your child by 5.30pm, you will receive a warning on your first occasion. You will then be charged a late fee for any subsequent occasions. The late fee is currently \$10.30 for the first five minutes (or part thereof) and then \$1.10 per minute after the first five minutes. Your child's position will be reviewed if this becomes a regular occurrence. *Please see the Fees Policy for more information.*

2.11 Re-enrolment

Re-enrolment forms are issued each year in August to current families. This process ensures that all of your information is up to date and allows current families to notify the service of their requirements for the following year. Priority of Access guidelines apply to re-enrolments (see page 12).

2.12 Cancellation of Enrolment

We require two weeks written notice of your intention to cancel your child's enrolment at the Centre, or reduce the days that have been allocated to you. Your child will be charged normal fees up to their last day of enrolment. Please see the Fees Policy for more information.

2.13 Half Price Fees

Families may be eligible to book their child/children out for up to two weeks per financial year as part of Beresfield Community Children's Education Centre's Holiday program. In order for families to be eligible they must adhere to the following procedure.

2.13 Booking out Procedure

- Families must obtain a booking out form from the office and return it at least 4 weeks prior to the proposed holiday period.
- Holidays must be taken in blocks of at least one week (one week is defined as

5 consecutive week days regardless of the amount of days the child is enrolled).

- Fees must remain up to date as per fees policy. Families will not be eligible for discounted fees if fees are in arrears at the time of completing their booking out form.
- Families may still book their children out for consecutive days after exhausting the two weeks of allowed leave however they will be charged their regular daily fee.
- Sick days, single days of absence and any other leave which has not appeared on a booking out form will be charged at the regular daily fee as per fees policy.
- Holidays that are taken, even when using the booking out procedure, will be included in your child's absentee count. Those who exceed 42 absences in a financial year will no longer be eligible for Child Care Benefit or Child Care Rebate.

Fee Assistance

3.1 An 'Approved Care' Service

Our Centre is an 'Approved Care' service. These are child care services approved by the Australian Government because they meet certain standards and requirements. These include having a licence to operate, having qualified and trained staff, being open certain hours, and meeting health, safety and other quality standards.

3.2 Child Care Benefit

The Child Care Benefit (CCB) (replaced by Childcare subsidy on the 2nd July 2018) is a payment made to the Centre on behalf of families to assist with the costs of care in Approved Care centres. We will then deduct this payment from your weekly fees. If eligible, your rate of CCB will depend on an estimate of your family's annual taxable income.

Parents must apply to the Family Assistance Office (Department of Humans Services) for CCB and meet the eligibility requirements. For more information contact the Department of Humans Services on **13 61 50** or visit **www.humanservices.gov.au**

Parents are required to advise the Centre if they have more than one child using Approved Care or are using multiple care providers to ensure they receive the correct subsidies. Please note that you cannot claim CCB for the same day twice if you are using more than one service.

There are caps on the amount of CCB you may receive. Please contact the Department of Humans Services on **13 61 50** or visit **www.humanservices.gov.au** to learn more about the caps and how to apply for exemptions.

3.3 Child Care Rebate

The Child Care Rebate (CCR) (replaced by childcare subsidy 2nd July 2018) provides eligible families with up to 50% of the out of pocket child care costs they incur (ie, after CCB is applied), up to an annual cap of \$7,500.

There are three payment options for CCR. You can have it paid:

- direct to the Centre and we will deduct the amount from your weekly fees
- into your bank account each fortnight
- into your bank account quarterly

3.4 Claiming fee assistance

To claim and maintain fee assistance, you are responsible for:

- contacting the Family Assistance Office and lodging your application
- providing your date of birth and customer reference number (CRN) as well as the child's date of birth and CRN to the Centre

- ensuring your fees are always paid in accordance with the Centre's schedule. This means paying full fees until the Centre receives the CCB assessment notice
- signing your child into the Centre each day, noting the time of arrival and departure

3.5 Absences

Each child is entitled to use up to 42 absence days in a financial year without providing the service any supporting evidence. After you have used your initial 42 absences, CCB and CCR can only be paid for additional absences in specified circumstances and supporting evidence is required (ie. Doctor's certificate).

CCB and CCR are NOT paid for any absences before the first day of care or after the last day of actual attendance and your account will be adjusted accordingly.

What to bring each day

4.1 Babies aged between six weeks and two years

Ducklings Room

- A full set of spare clothing (see Clothing Policy for more information)
- A jumper (even in summer)
- Broad brimmed, bucket or Legionnaire hat (see Sun Protection Policy for more information)
- Five disposable nappies per day (marked with child's name)
- Bottles and formula / breast milk as required – CLEARLY LABELLED (see Bottle Preparing Policy for more information)
- Comfort items (e.g. dummy, wrap) if required (soft toys may only be used for children over seven months of age)
- Pillows are not permitted for children aged two years and under

- A set of cot sheets in a draw string bag
- Water bottle – CLEARLY LABELLED and containing water only

4.2 Toddlers aged between two and three years

Koalas Room

- A full set of spare clothing (see Clothing Policy for more information)
- A jumper (even in summer)
- Broad brimmed, bucket or Legionnaire hat (see Sun Protection Policy for more information)
- Five disposable nappies per day (marked with child's name) if your child still needs nappies
- Several pairs of underpants and shorts/long pants if your child is toilet training.
- Water bottle – CLEARLY LABELLED and containing water only

- Comfort item (teddy, cuddle toy, dummy)
- A single bed or cot sheet
- A cot blanket (in winter only if your child feels the cold)

4.3 Preschoolers

Researchers and

Investigators Rooms

- A full set of spare clothing (see Clothing Policy for more information)
- A jumper (even in summer)
- Broad brimmed, bucket or Legionnaire hat (see Sun Protection Policy for more information)
- A single bed or cot sheet
- A cot blanket (in winter only if your child feels the cold)
- Comfort item (teddy or cuddle toy)
- •Water bottle – CLEARLY LABELLED and containing water only

4.4 What NOT to bring

- Please do not pack lollies, fruit juice or soft drinks. The Centre supplies all food
- We have children in the service who have life threatening allergies and as a result we are a nut free zone
- Do not bring toys from home unless they are used during rest-time as a comforter

4.5 Sheets

If your child attends the Centre consecutive days, you may leave your sheets at the centre for re-use during the week, and take them home on the last day your child attends each week to wash.

4.6 Tissues

We ask that each family donates a box of tissues each term to keep the Centre's costs down. Please drop these off at the office.

Arrival and Departure

5.1 Arrival

When you arrive at the Centre it is very important to sign your child in using the sign-in sheet located in your child's room. You will be required to write down the time of arrival, sign the sheet, and note a collection time and the full name of who is collecting your child (this person must be on your contactlist and have identification with them).

This information is necessary for the security of the Centre and children, and in case of emergencies. If you are unsure who will collect your child on a particular day – please write 'CONTACTS'. This will allow any of your nominated collection people to collect (see Arrival and Departure Policy for more information).

Place your child's bag in their provided locker and always be sure to give your child to a staff member before leaving and saying 'Goodbye'.

In the summer months we ask that all families apply sunscreen to their child in the morning – this is provided by the Centre if you haven't done it at home.

5.2 Working towards better separation for you and your child

We realise and understand that separating can be difficult for you and your child. Our staff are here to help you. Please feel free to come and talk to us if you have any problems at all. The following information may be of assistance:

- Try to get up early enough in order to have a few minutes of cuddling and play with your baby/child before you leave for daycare
- As soon as he/she is old enough, develop a routine of talking to him/her about leaving, but always add, "I'll be back". This is for you as much as it is for him/her

- At the Centre, work with a caregiver to develop a 'goodbye' routine/ritual. For example:

Allow your child to help you put the bag in the locker

Sign in

Give them a hug

Take your child to the caregiver and say something like "Goodbye, I'll see you at afternoon tea time, Jenny will take care of you while I'm at work."

Then go

- Feel free to ring at anytime and as many times as you need to check on your child throughout the day. It is important to remember to leave us a reliable contact number so we can ring if the need arises
- Once you leave the room, please do not come back in if possible, as this can upset your child further. You can view through our windows, or ring as often as you like during the day



5.3 Storage cubes/lockers

Each child will be allocated a storage cube (which we refer to as a 'locker'), which could be shared with other children during the week. Please place bags in this locker. For babies and toddlers, place nappies in the box on the top of the lockers. All baby bottles will be placed in the bottle preparation room.

Take your child's sheets out of their bags and place them at the front of their locker.

In most rooms there is a locker chart located above the lockers with your child's name so that staff, parents and children can all locate each child's belongings. ALL of your child's belongings must fit into their storage locker.

Soiled clothing will be placed in a plastic bag and hung in the bathroom or nappy room. A note will be placed on your child's bag alerting you of the soiled clothing to ensure collection.

5.4 Departure

When picking up your child please ensure that you sign them out and write down the time of collection. There will be staff on hand to speak with you about your child's day and answer any questions you may have. We encourage you never take your child home without telling a staff member.



Our Routines

6.1 Daily Routine

Children spend some time family grouped together in the early morning and late afternoons, but spend most of their days in their allocated rooms. Each room has its own routine. Here is a sample of our summer program for the Koalas Room:

Time	Activity
7.00am	Centre opens. Children are family grouped together in Ducklings Room
8.00am	Children begin moving to their allocated rooms, put on hats and go outdoors
9.30am	Hand washing and morning tea
10.00am	Indoor educational program. Children participate through choice in variety of activities e.g. play dough, blocks, puzzles, painting, drawing, stories, construction, art, role play and drama
11.20am	Lunch in dining room
12.00pm	Rest time
2.30pm	Re-apply sunscreen, check roll, etc. Children toilet and wash hands prior to afternoon tea
3.00pm	Children go outdoors
4.00pm	Children begin to be family grouped in 0-3 years playground
5.00pm	Children move inside to Ducklings Room for quiet activities e.g. stories, drawing, construction toys
5.30pm	Centre closes

6.2 What happens during the day

Each child is seen as an individual with their own unique social and cultural background and will be catered for according to their interests to realise their full potential. Each child will have their own learning journal which will feature their artworks and observations of play experiences, learning and development which are taken throughout the year.

Parents are encouraged to view their children's learning journals and contribute - Just ask a friendly staff member!

As we believe communication with families is essential in the provision of quality care, we endeavour to foster open communication and trusting relationships.

Our program is led by the children's interests and developmental capabilities, with the staff as facilitators in this process.

The Centre is working towards continuous improvement and is embracing the Early Years Learning Framework (EYLF) as its curriculum document.



Other things you should

7.1 Clothing

Please make sure your child's clothing is labelled clearly with their name. Please do not send your children in their 'good' clothes. The children are invited to participate in many play activities, and some are very messy. This often leads to clothes becoming soiled, so it would be practical

to dress your child in old or play clothes so they can join in all the fun without hesitation. See the Clothing and Footwear Policy for more information.

The Centre has a small range of clothing available for purchase at the office if you would like.

Centre hats are \$10, T-shirts are \$13, jumpers and hoodies are \$25 (hoodies may not be used in place of hats – see Sun Protection Policy). A wide range of colours is available.

7.2

Parents will be asked to give their written permission for their child to attend individual excursions as they occur.

We plan to have excursions/entertainment activities regularly throughout the year. An excursion could be a walk to the local shopping centre or Library, a train trip to Maitland Park for a picnic, a bus trip to Newcastle to the Museum or Art Gallery. We may also ask for your help on these days.

The Centre also has many visiting performers. Parents will also be required to sign permission slips for their child to see these performers prior to an event occurring. If additional costs are involved, these will be billed to each family.

7.3 Parent Involvement

Parents are welcome to the Centre at all times. Educators are available to talk to you during pick-up or drop off. If you require additional time, please feel free to make an appointment. Appointments can be utilised to discuss your child's development, home life, interests or needs. If you would like to spend a whole morning with us just let us know when. We also like parents to come and share talents such as bathing a baby, reading a story, cooking something special, playing music, dancing ... anything!

7.4 Lost Property

Unlabelled lost property is kept in a designated area in each room at the centre. Please ensure you check these items regularly and collect any items belonging to your child. If items remain uncollected for a long period of time it is kept by the centre for spare clothing or donated to local charities. Please ensure you label all of your child's clothing.

7.5 Policies

The Centre has an extensive set of policies that explain the Centre's operations. The policy folder is available at all times just outside of the office door. If you would like a copy of a specific policy, please let us know. Our policies are regularly reviewed and you will be informed if and when amendments are proposed.

7.6 School Readiness - Preschoolers

During third and fourth term each year, educators complete a school readiness report on all children attending school the following year. These reports were devised in consultation with several of our local schools and are guided by the NSW Government's Transition to School program. These reports provide an overview of each child's strengths, interests and skills. A copy of this report is sent to your child's school and a copy is placed inside the child's learning and development journal for reference.



Throughout the year our children are provided with a multitude of experiences which assist in preparing them for school. Our program is play-based and focuses on individual strengths and interests. Our program assists our children to develop the skills required for school, such as social skills, emotional skills and self- help skills while also allowing children to extend on physical, language and cognitive skills. Our play-based curriculum allows our children to begin exploring pre-reading and pre-writing, colour recognition and early mathematical and scientific concepts.

Our Centre works in partnership with the local schools in our community to host a school readiness night each year. This event provides an opportunity for families to speak with their children's pre-school teachers about their child's transition to school. A number of kindergarten teachers and principals also attend to share insights into the transition to school process and to answer

many questions you may have.

If you would like further information or have any other questions or concerns about this process please speak with your child's teachers or ask the office for a copy of our Transition to School booklet.

7.7 Communication

Communication between you, your family and the staff here at Beresfield Community Children's Education Centre can occur in many ways.

- **Newsletter:** A monthly newsletter is produced to keep parents up to date with 'happenings' at our Centre. Newsletters are emailed to families. Please advised if you would prefer a paper copy.
- **Learning Journals:** Each child is provided with a learning journal at the end of each year. This contains copies of individual observations, art and craft made by the child and photos. Learning

Journals will be distributed to families upon settlement of your final fees payment for the year (see Programming Policy and Fees Policy)

- **Floor Books:** Each of our rooms utilise a floor book to inform families about the learning experiences and projects which take place within the room. Our floor books belong to the children and capture their voices, meaningful moments and photographs to help you be apart of our rooms.
- **Information Pockets:** Each family is given an information pocket, located outside of your child's room. The Centre places receipts, statements, and any other relevant information in these for our families. It is very important that you check these each day you come into the centre to keep up to date with all that is happening here. You may even find the odd birthday party invitation

- **Email:** If you have elected on your enrolment form to be included on our mailing list you will receive most of the centre correspondence via email. This includes receipts, statements, newsletters, reminders and an email only weekly update from the centre director. Our centre email is:

berochild@ncc.nsw.gov.au

- **StoryPark:** The centre is currently working on implementing a digital form of programming and communication called Story Park. Once this is operational families will receive information on how this will work.
- **Facebook:** The centre has a Facebook page that we use to inform families and the community about our centre. If you would like to follow us on Facebook we can be found at **www.facebook.com/beresfieldchildcare**

7.8 Meals

The Centre provides a balanced diet for the children each day in line with 'Good for Kids Good for Life'.

- **Morning tea** is at 9.10am for Ducklings, 9.30am for Koalas and 10.00 am for preschoolers.
- **Lunch** is at 11.00am for Ducklings, 11.20am for Koalas and 12.00pm for Preschoolers
- **Late afternoon tea** will be provided from 4.30pm

The centre operates on a four weekly rotating menu and this is available for viewing in the dining area of the centre.

The centre has water available at all times for children to drink.

For the babies in the Ducklings room we also provide rusks and some tinned babyfoods

between meals and as required for the individual nutritional needs of this age group.

If for any reason your child cannot eat certain foods please note this on your enrolment form and complete a 'special diet' form to ensure that we serve your child appropriate food.

Please ensure that any food allergies are noted on your enrolment form and a separate Allergy Form.

The Centre offers variety and choice in each day's menu. We are not able to cook separate meals for fussy eaters. We will, however, ensure that children with specific dietary or medical requirements or cultural beliefs are provided with suitable food as per the special diet form.

7.9 Grievances and complaints

Beresfield Community Children's Education Centre values the professionalism of all educators employed at the Centre and aims to promote a working environment that demonstrates appreciation and mutual respect. The partnership between families and educators is crucial for the

provision of high quality education and care for children. Partnerships require frequent communication and collaboration on a range of issues.

If you wish to discuss any concerns, please speak first with your child's educators. If the issue is not resolved to your satisfaction, progress your concerns with the Centre Director. The next level of support is available from the Manager of Strategic Planning at Newcastle City Council.

Health and Wellbeing Policies

Beresfield Community Children's Education Centre strives to ensure that your child is happy, healthy and safe through the provision of environments, experiences and practices that support children and their families. To support our commitment to the health and safety of all children and educators, we ask that you follow our Centre policies and procedures. Set out below are summaries of some of our key health and safety policies.

8.1 Medication

Any medication, including creams, must be fully labelled showing recent dates, name of child and dosage prescribed. A medication form must be filled in and the medication handed to a staff member.

Please DO NOT leave medication in bags. Children will be excluded from the Centre until they have had a 24 hour dose of

any antibiotic (see Medication Policy for more information).

Children on long term medication, such as Ventolin or Ritalin, will require a letter from their doctor every 3-4 months to verify that this medication is still necessary.

Parents of children who suffer from asthma will be required to complete an Asthma Management Plan in consultation with their doctor every 3-4 months (see Asthma Policy for more information).

8.2 Emergency Procedures

Our Centre has detailed policies and procedures regarding emergencies and evacuation, which are required by legislation and Council's WHS Management System. We are also equipped with fire fighting devices and smoke alarms. Children participate in regular fire drills. See Fire Evacuation

Procedure and Severe Storms and Natural Disasters Policy.

8.3 Child Protection Policy

The educators at the service are regularly trained in Child Protection policies and procedures. Please remember that, along with many other people in the community, our staff are mandatory reporters with respect to child protection matters.

8.4 Sun Protection

Policy The centre provides sunscreen (with insect repellent) for all children and families to utilise whilst at the Centre.

Children and staff are required to wear broad brimmed, bucket or legionnaire style hats that cover their head and neck from the sun's harmful rays. A baseball cap is not suitable.

We also require staff and children wear clothing with sleeves to avoid additional sun exposure – singlet or shirts with straps are not suitable.

8.5 Rest Policy

All babies (aged between 0 and 2 years) will sleep in cots at times that are required by each child's individual routine. Staff will work with families to embrace mutually agreed settling procedures for each child. All sleeping recommendations will be in line with 'SIDS and Kids' recommendations and Centre policies.

Children aged between 2 and 3 years are encouraged to rest on a stretcher bed after lunch. Pre-school children have a rest period where some children will sleep.

Teachers work with families to determine the child's individual sleep requirements and will accommodate these needs daily. At times children may be encouraged to have a rest if they show signs of being tired.

Quiet activities are arranged after rest time. (see Safe Sleep and Rest Times policy).

8.6 Sick Children

To maintain hygiene standards and control cross infection, the Centre cannot provide care for children who are ill. You will be telephoned if your child has a temperature or appears unwell, so please ensure a telephone number is left if you are not at your usual contact numbers. Children with contagious illnesses may require a doctors certificate to be re-admitted to the centre e.g. conjunctivitis.

Exclusion times from our Health Policy are shown on page 31. Please refer to these whenever your child is away sick. The centre director will inform you if a medical certificate is required before your child can return (see Exclusion Policy).

The Centre follows the recommendations outlined in Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services (5th Edition). For more information please refer to handouts included in your enrolment package.



Common illnesses	Exclusion periods
Diarrhoea	Exclude until 24 hours after the last loose bowel motion.
Hand, foot and mouth disease	Exclude until all blisters have dried.
Head lice	Exclude until child is treated and all lice removed.
Influenza and influenza-like illnesses	Exclude until child is well.
Chicken pox	Exclude until all blisters have dried.
Vomiting	Exclude until 24 hours after the vomiting has ceased.
Fever (38°C or above)	Exclude until fever has ceased for at least 24 hrs.
Conjunctivitis	Exclude until the discharge from the eyes has stopped.
Roseola	Exclusion is not necessary; however, the child should stay at home until they are feeling well.

Age	Vaccine
Birth	Hepatitis B (hepB)
2 months	Hepatitis B, diphtheria, tetanus, acellular pertussis (whooping cough), Haemophilus influenzae type b, inactivated poliomyelitis (polio) Pneumococcal conjugate (13vPCV) Rotavirus
4 months	Hepatitis B, diphtheria, tetanus, acellular pertussis (whooping cough), Haemophilus influenzae type b, inactivated poliomyelitis (polio) Pneumococcal conjugate (13vPCV) Rotavirus
6 months	Hepatitis B, diphtheria, tetanus, acellular pertussis (whooping cough), Haemophilus influenzae type b, inactivated poliomyelitis (polio) Pneumococcal conjugate (13vPCV) Rotavirus
12 months	Haemophilus influenzae type b (Hib) Meningococcal C (MenCCV) Measles, mumps and rubella (MMR)
18 months	Measles, mumps, rubella and varicella (chicken pox) (MMR)
4 years	Diphtheria, tetanus, acellular pertussis (whooping cough) and inactivated poliomyelitis (polio) (DTPa-IPV) Measles, mumps and rubella (MMR) (to be given only if MMRV vaccine was not given at 18 months)

