Service Name

Address

Ph: (0)

Email:   
  
Website:

**Contents**

[Introduction 3](#_Toc91155432)

[Contact Persons 3](#_Toc91155433)

[Service Operations 3](#_Toc91155434)

[Hours of Operation 3](#_Toc91155435)

[Priority of Access 3](#_Toc91155436)

[Services Offered 3](#_Toc91155437)

[Age Groups 4](#_Toc91155438)

[Bond 4](#_Toc91155439)

[Service Fees 4](#_Toc91155440)

[Accounts 4](#_Toc91155441)

[Late Fees 4](#_Toc91155442)

[Attendance and Absence 4](#_Toc91155443)

[Waiting List 4](#_Toc91155444)

[Notice of Withdrawal 4](#_Toc91155445)

[Philosophy 5](#_Toc91155446)

[Our Policies and Procedures 5](#_Toc91155447)

[Communication and Parents/Guardians 5](#_Toc91155448)

[Confidentiality and Discretion 6](#_Toc91155449)

[Contact information 6](#_Toc91155450)

[Grievances, Complaints and Feedback 6](#_Toc91155451)

[Child Care Subsidy 6](#_Toc91155452)

[Allowable Absences 6](#_Toc91155453)

[Emergency Drills 6](#_Toc91155454)

[Health & Safety 6](#_Toc91155455)

[Using the Service Safely 7](#_Toc91155456)

[Workplace Health and Safety Feedback 7](#_Toc91155457)

[Children 7](#_Toc91155458)

[Those First Weeks 7](#_Toc91155459)

[What to Bring 7](#_Toc91155460)

[Clothing 8](#_Toc91155461)

[Sun Protection 8](#_Toc91155462)

[Belongings 8](#_Toc91155463)

[Lockers 8](#_Toc91155464)

[Daily Routine 8](#_Toc91155465)

[Accidents and Illness 8](#_Toc91155466)

[Child Protection 9](#_Toc91155467)

[Education, Curriculum and Learning 9](#_Toc91155468)

[Excursions 10](#_Toc91155469)

[Communication and Educators 10](#_Toc91155470)

[Guidance and Discipline 10](#_Toc91155471)

[Rest and Sleep 10](#_Toc91155472)

[Court Orders 11](#_Toc91155473)

[Arrival and Departure 11](#_Toc91155474)

[Birthdays 11](#_Toc91155475)

[Medication 11](#_Toc91155476)

[Medical Conditions including asthma & anaphylaxis 11](#_Toc91155477)

[Educators 11](#_Toc91155478)

[Qualifications and ratios 11](#_Toc91155479)

[Conclusion 12](#_Toc91155480)

[Important Contacts and Information for Families 13](#_Toc91155481)

[Regulatory Authorities 13](#_Toc91155482)

[Other Government Contacts include: 13](#_Toc91155483)

[Local Community Contacts 14](#_Toc91155484)

[Informative Websites For Parents 14](#_Toc91155485)

[Parent Involvement Family Skills, Interests and Talents 15](#_Toc91155486)

[Parent Input for Individual Curriculum 17](#_Toc91155487)

[Orientation Evaluation 19](#_Toc91155488)

# Introduction

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

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

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

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

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

## Contact Persons

Approved Provider (name)  
  
Nominated Supervisor (name)

Person in Day to Day Charge (name)

Educational Leader (name)

Complaints Officer (name)

# Service Operations

## Hours of Operation

Service hours are from 7.30am to 6.00pm, Monday to Friday, 50 weeks per year.

## Priority of Access

Where limited vacancies are available, we may prioritise enrolling a child who is at risk of serious abuse or neglect, or who is a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment. Within these categories we may also prioritise children in:

* Aboriginal and Torres Strait Islander families
* families with a disabled person
* families on low incomes
* families from a non-English speaking background
* socially isolated families
* single parent families.

## Services Offered

Long Day Care

Morning Tea

Pre-school Program

Lunch

Special Needs Catered For

Afternoon Tea

## Age Groups

The Service has four rooms which promotes a spacious, warm and inviting environment for all our children at the Service. The rooms are:

* 6 weeks to 2 years
* 2 -3 years
* 3 -4 years
* 4 -5 years

## Bond

On enrolment we will require a bond of 1 **week’s full fees** per child less any Child Care Subsidy to which families are entitled. This is to be paid before your child commences at the Service, and is refundable when your child ceases care unless it is applied to any outstanding fees.

## Service Fees

Our current fees are included in our Fees Policy and on our website.

It is our policy that all accounts are to be at a nil balance each fortnight ie there should be no fees outstanding.

Accounts in arrears may result in your child’s place being cancelled. Please speak with the Nominated Supervisor confidentially as soon as posible if you experience financial difficulties to discuss fee payment arrangements.

## Accounts

On your first week at our Service you will be required to pay your bond and you will receive a statement on the next billing cycle.

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (136 150) if this occurs. Payments can be made via cash, direct deposit.

## Late Fees

If your child is collected from the Service after 6.00pm, you will be charged a late fee which will be added to your account. Please refer to our Fees Policy for more information

## Attendance and Absence

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

## Waiting List

When our rooms have full enrolment, children’s names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be effective immediately if enrolments for that day are not full. If they are full the child’s name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority to working parents as per the Priority of Access Guidelines. There is a $50 waiting list fee per child.

## Notice of Withdrawal

Two weeks written notice is required to end a permanent booking at the service,. If families do not provide this notice, they will be charged 2 weeks’ fees. The Nominated Supervisor may also suspend or terminate a child’s enrolment after providing 2 weeks’ notice, unless they believe the child’s behaviour poses an unacceptable risk to the welfare and safety of other children and educators, in which case no notice period is required.

At least 24 hours’ notice is required if a child no longer requires a casual place which has been booked. **If this notice is not provided, families will be charged for the session.** There may be instances where cancellation occurs as a result of an emergency or other special circumstance. The Nominated Supervisor has the discretion to waive the termination fee in these situations.

## Philosophy

(ADD YOUR PHILOSOPHY)

At Centre Support we believe each child is a unique individual in their own right and that their special abilities, interests and cultural backgrounds should be the basis of our curriculum. We will work with families to provide high quality education and care within a warm, secure environment which promotes diversity and inclusion.

We believe that relationships each child has with their families and communities are the foundation for learning, and we will use those relationships to develop our curriculum and extend each child’s learning.

We believe each child’s health, security and wellbeing underpins all learning experiences. We will promote exercise, good nutrition, sleep and rest periods. We will ensure each child feels love, security and a sense of belonging. Our outdoor and indoor areas engage every child in experiences which promote play and learning through stimulation of the senses in built and natural environments.

At Centre Support we will endeavour to build upon the child's self image, independence, belief in oneself and confidence in their well-being by fostering in each child a positive approach to their identity, with a sense of responsibility, self-discipline and self-esteem.

We will scaffold the education of development of each child as an individual who can grow his/her separate identity and qualities, yet still work and contribute constructively within a large group.

We will engage in ongoing reflection about our practices and procedures to drive continuous improvement and to ensure each child can maximise his or her learning opportunities, and as educators we value opportunities for professional development.

## Our Policies and Procedures

Our policies and procedures are available in the policy/procedure folders located in the bookshelf under the sign in sheets. Please feel free to look and provide feedback on our policies at any time.

## Communication and Parents/Guardians

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel you are given lots of information about what is happening and you are asked for your views.

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

**There is an opportunity on page 16 to tell us what type of communication do you prefer.**

**Ways we communicate news/events at the Service:**

* + Verbally at arrival and departure times.
  + Regular newsletters which will be sent home via the children’s individual pockets once a month.
  + A message section on the day book, where brief notes can be left between Educators and parents.
  + A notice board where various messages and notices are displayed advertising current issues and up coming events.
  + Regular parent meetings are held where parents can raise any issues or topics, give feedback and contribute to decision making.
  + A fees/communication box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback. These can be anonymous if desired.
  + Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
  + Each family will be allocated an individual ‘file’ in which newsletters, accounts and other written communication will be placed***. It is the parent’s responsibility to read these notices and ensure they are aware of current issues and events in the Service.***
  + Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).

## Confidentiality and Discretion

Information received through written and spoken communication with families will be treated with discretion.

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

## Contact information

It’s essential that we have your current home and work contact details, and those of your emergency contacts, in case we need to contact you urgently ie there is a local emergency or your child has been involved in an incident. Please advise us as soon as possible when these change.

## Grievances, Complaints and Feedback

If for any reason you are not happy with our level of education and care or our environment we want to know immediately. You can discuss this with the Complaints Officer (see p 3), or put this in writing. When any matter is raised the Service will be following our Grievance Procedure. All Service policies/procedures are available to parents. Positive feedback is most welcome too.

## Child Care Subsidy

Child Care Subsidy (CCS) is available to all families who are Australian Residents if their child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. The percentage of subsidy a family receives is based on their estimated combined annual income.

Please see our Fees Policy for further detail about CCS.

All families wishing to access Child Care Subsidy need to complete an online Child Care Subsidy assessment through their myGov account. If eligible, the Subsidy will be paid directly to the service on families’ behalf and we will reduce the fees owed. This can occur after our service enters families’ enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

For further details please see our Fees Policy, or speak to our Nominated Supervisor or Centrelink on 136 150.

## Allowable Absences

Under the CCS, families are allowed 42 absence days per child, per financial year.  These 42 allowable absences can be taken for any reason, including Public Holidays and when children are sick, without the need for documentation. Further informationis available from Services Australia.

## Emergency Drills

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

## Health & Safety

The Service provides a healthy and safe environment for children, Educators and families– please refer to our policies covering child proetection, nutrition, hygiene, medication, water and sun safety, and infectious diseases. Children and staff with contagious illnesses must not attend the Service. A doctor’s certificate must be presented to the service when a child returns showing an infectious illness is no longer contagious.

## Using the Service Safely

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

Cars parks are dangerous places for children. Always hold children’s hands when arriving and leaving the Service.

Never leave a door or gate open.

Never leave your children unattended in a room/area.

Children are not permitted into the kitchen and laundry areas.

## Workplace Health and Safety Feedback

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

# Children

## Those First Weeks

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

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

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

## What to Bring

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

## Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints etc will come out in the wash, accidents do happen so please don’t send your child in expensive or designer clothing. Young children enjoy and need “messy” play with paint, clay, sand, water and mud.

The Service only has a limited supply of spare clothing. Please supply at least one change of clothing and underwear (for those children out of nappies) in case of accidents. Toddlers should have about three complete changes of clothing and plenty of training pants.

Please label your child’s clothing and replace name tags if they fade in the wash. Ensure clothing is suitable for the weather.

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

## Sun Protection

Our Service’s policy is “no hat, no play” where UV levels are 3 or higher. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people’s ears.

Children are required wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun.

## Belongings

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

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

## Lockers

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

## Daily Routine

We provide an environment where the children feel comfortable and secure at all times, and all our rooms have daily routines that reflect this. Our routines are designed to maximise each child’s opportunities to learn and develop.

Throughout the day the children will experience a number of different activities which are part of the educational and developmental curriculum operated by all of our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

Each room will display their routine which parents may read, and educators will be happy to answer any questions. There are summer and winter routines which are adapted to the weather conditions.

## Accidents and Illness

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident or illness at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

NO CHILD will be admitted with obvious signs of any contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. Children who are not immunised will not be allowed to attend the Service.

## Child Protection

We take Child Protection matters very seriously and are committed to the Child Risk Management Strategy in our Child Protection Policy.

If you know or suspect a child could be suffering Child Abuse in the form of neglect, physical abuse, sexual abuse, emotional abuse or domestic violence refer to our Child Protection Policy, procedures and Strategy and please report to the Approved Provider or Nominated Supervisor.

## Education, Curriculum and Learning

We will be following the Early Years Learning Framework as per our Education, Curriculum and Learning Policy.

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

We will use the relationships children have with their families and communities to build the curriculum, working in partnership with parents, to ensure each child’s knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We welcome and encourage family input and news/weekend sheets can be placed in ‘News Box’.

Early Years Learning Framework Learning (EYLF)   
Learning Outcomes:

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

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

If your child’s Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

## Excursions

We believe going on regular excursions offers children different opportunities to promote and extend their learning, and to connect with their community. We will always prepare a risk assessment (available to view) and obtain parents’ authorisations before taking any child on an excursion.

## Communication and Educators

What can you expect from Educators?

Educators will :

* inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
* share with children’s families some of the specific interactions they had with the children during the day.
* provide information on children’s eating and sleeping patterns through verbal communication and through the room sign in sheet.
* keep an appropriate record of joint decisions made with families affecting children’s progress, interests and experiences. (These may include new events like toilet training.)

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

## Guidance and Discipline

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

The policy aims are:-

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

If you require further information on this policy please ask Educators and refer to the policy book.

## Rest and Sleep

Rest time routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots for babies/toddlers and stretcher beds for older children. In relation to babies and toddlers, educators must always implement the safe sleep practices recommended by Red Nose and outlined in our Sleep, Rest, Relaxation and Clothing Policy, unless a doctor has provided written guidance to implement alternate practices for medical reasons. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child’s rest needs with Educators. Please

## Court Orders

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

## Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

## Birthdays

Your child’s birthday is a special event in their life. To celebrate your child’s birthday you are welcome to bring individual cupcakes for each child (for infection control purposes.) However, please check with your child’s educator prior to the birthday that what you plan to bring in is suitable for all children, including those who may have allergies or special dietary requirements.

## Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.

Medication must be in date, in it’s original container with the original label, have the child’s name on the label, and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. **Please DO NOT leave medication in your child’s bag.**

Please note

we do not accept written or verbal authorisations to administer Over-the-Counter pain relief medication like Panadol

OR

We only accept written authorisations to administer Over-the-Counter pain relief medication, including Panadol, where parents authorise this in writing. We do not administer pain relief medication if parents authorise us to do this over the phone.

## Medical Conditions including asthma & anaphylaxis

The Service aims to provide a safe environment for children who have identified health care needs and medical conditions, including but not limited to asthma and anaphylaxis triggered by **food allergies** or other products/items. It is a legal requirement and Service Policy that a Medical Management Plan be completed by the child’s doctor before they commence at the Service, or as soon as a condition/health care need is diagnosed. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences.

Our service will develop a Medical Risk Minimisation Plan based on information in the Medical Plan in consultation with families, together with a and a Medical Communication Plan to ensure parents can easily provide updates about their child’s medical needs.

**Parents are responsible for providing a new Medical Management Plan from the doctor when necessary.**

# Educators

## Qualifications and ratios

We meet all legal requirements in relation to child to educator ratios and the qualifications of our eduators. All Educators will hold First Aid qualifications, have current Working with Children Checks and attend monthly Educators’ meetings. Our Educators are continually evaluating how our curriculum meets the education needs of each child and reflecting on ways to improve children’s learning and development. They are encouraged to attend further professional training and development.

For further details, please see our Nominated Supervisor.

# Conclusion

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

# Important Contacts and Information for Families

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

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) which ensures the the quality and safety of early childhood education and care across Australia.

|  |  |
| --- | --- |
| Address: | Level 15, 255 Elizabeth Street, Sydney, NSW, 2000 |
| Postal Address: | PO Box A292, Sydney, NSW 2000 |
| Email: | [**enquiries@acecqa.gov.au**](mailto:enquiries@acecqa.gov.au) |
| Phone: | 1300 422 327 |

Oversight is also provided by our State/territory Regulatory Authority. To contact this Authority, please refer below –

**Australian Capital Territory**Children's Education and Care Assurance, Early Childhood Policy and Regulation, Education Directorate  
www.education.act.gov.au email ceca@act.gov.au  
02 6207 1114, GPO Box 158 CANBERRA CITY ACT 2601

**New South Wales**Early Childhood Education Directorate  
NSW Department of Education  
www.education.nsw.edu.au email ececd@det.nsw.edu.au  
1800 619 113, Locked Bag 5107 PARRAMATTA NSW 2124

**Northern Territory**Quality Education and Care NT  
Department of Education  
[www.education.nt.gov.au](http://www.education.nt.gov.au) email

qualityecnt.det@nt.gov.au  
08 8999 3561, GPO Box 4821 DARWIN NT 0801

**Queensland**  
Regulation, Assessment and Service Quality  
Early Childhood and Education Improvement, Department of Education   
www.qed.qld.gov.au email ecec@qed.qld.gov.au  
13QGOV (13 74 68), PO Box 15033 CITY EAST QLD 4002

**South Australia**Education Standards Board  
www.esb.sa.gov.au email ESB.EarlyChildhoodServices@sa.gov.au  
1800 882 413, GPO Box 1811, ADELAIDE, SA 5001

**Tasmania**Department of Education  
Education and Care Unit  
www.educationandcare.tas.gov.au email ecu.comment@education.tas.gov.au

1800 816 057, GPO Box 169 HOBART TAS 7001

**Victoria**Department of Education and Training  
www.education.vic.gov.au/childhood/providers/regulation email licensed.childrens.services@education.vic.gov.au  
1300 307 415, GPO BOX 4367, MELBOURNE VIC 3001

**Western Australia**Department of Communities,  
Education and Care Regulatory Unit  
https://www.wa.gov.au/organisation/department-of-communities/education-and-care-regulatory-unit  
08 6551 8333, email ecru@communities.wa.gov.au,  
Ground Floor, 111 Wellington St EAST PERTH WA 6004

## Other Government Contacts include:

Centrelink families line (Family Assistance Office)

Phone: 136 150

Australian Childhood Immunisation Register

Phone: 1800 653 809

Our Service has a parent library with resources you may find helpful. We also provide families with current information on child and family wellbeing resources and services, incuding those accessible in the local community.

## Local Community Contacts

Community Health   
and Resource Service

02

Speech Therapist

02

Occupational Therapist

02

Paediatrician

02

Hospital

02

Fire Station

02

Local Immunisation Clinic

Ph: 02

## Informative Websites For Parents

We have a list of useful websites for parents/famlies. Please ask educators for a copy.

# Parent Involvement Family Skills, Interests and Talents

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child’s interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can’t always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

**Your Occupation or Hobby**

Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our programming and the ideas explored from parent talks can last for weeks.

**Your Home Culture**

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

Reading (especially good for grandparents)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

Please tell us what you can offer and your availability on the enrolment form.

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

**Family Dinner Night –** There is no better way to meet new friends. We will be having informal dinner nights at the Service after close time for you to meet the other families. The older children in the Service really enjoy preparing the event.

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

**Concerts and Special Events**

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

**Suggestions**

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

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

**Remember**

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

Please read this Handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return the next page to the Nominated Supervisor.

Thank you.

Family name

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

 Parent's full name:

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

 Child/(children)’s name

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

Parent's full name:

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

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

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**Communication**

Please indicate the best way to communicate with you:

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

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

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

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

Have you completed the orientation evaluation Yes No

**Please Remember**

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

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

# Parent Input for Individual Curriculum

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

Days attending:

* Monday
* Tuesday
* Wednesday
* Thursday
* Friday

What time will you be arriving and returning to the Service? (estimates only, we understand some mornings may differ)

am:

pm:

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

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

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Cultural background of family members – immediate and extended:

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

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

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

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

Routines - toileting, sleep, rest, nappy changes:

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

If yes please explain

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

How will we know when your child is tired?

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What helps your child fall asleep?

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

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

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

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

Here is the opportunity for you to offer us input into your child’s individual program. Your input is important to us and your child’s program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximise their opportunities for learning.

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

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

How could we assist your child in these areas?

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1. What are your child’s current interests?

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How can we foster these interests at the Service?

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1. What do you feel are your child’s current strengths?

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How can we further develop your child’s strengths at the Service?

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This information will be used by Educators to compliment the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child’s Educator(s) or the nominated supervisor.

We will also ask you about your child’s interests, strengths, needs periodically throughout your child’s enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs. Thank you.

# Orientation Evaluation

Name (optional) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_

Overall how would you rate the orientation? (Please circle one)

Very Satisfied Satisfied Neither satisfied or dissatisfied Dissatisfied Very Dissatisfied

|  |  |  |  |
| --- | --- | --- | --- |
| yes | no | N/A | Were you given an orientation to familiarise you and your child with the daily routine and activities? |
| yes | no | N/A | Were you reassured that most children settle in quickly to their new environment? |
| yes | no | N/A | Did the Nominated Supervisor arrange for you and your child to attend the Service to visit and meet the Educators, and become familiar with the environment? |
| yes | no | N/A | If your child visited the service before their first day, did the educators indicate your child could participate in the activities if they wished? |
| yes | no | N/A | Were the daily timetable and curriculum discussed, as well as routines and any special requirements for your child? |
| yes | no | N/A | Were you encouraged to send any special comfort items (teddy etc) to help your child in the initial settling in period? |
| yes | no | N/A | Were you invited to ring and check on your child at any time? |
| yes | no | N/A | Were you told what to bring? (birth certificate, immunisation record and Medicare number ) |
| yes | no | N/A | Did Educators explain modes of fee payment and communication (newsletters, pockets, communication box etc)? |
| yes | no | N/A | Did Educators explain the importance of labelling personal items and also shown the parent library where they can access the Service policies and other resources? |
| yes | no | N/A | Did the Educators discuss how best to tailor your child’s settling in period? |
| yes | no | N/A | Did Educators encourage you to say goodbye when dropping off – and reassure you that if the child remains distressed over a period of time they will contact you? |
| yes | no | N/A | Were you able to stay as long as needed to reassure your child? |
| yes | no | N/A | Were you told you will be kept informed when you collect your child about how he or she is settling in and that you are welcome to discuss any issues with the nominated supervisor at a convenient time? |
| yes | no | N/A | Was the Enrolment Form explained and filled in completely with all relevant information about your child? |

What could we improve on?

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What did we do well?

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Thankyou for your time.