



Law & Regs

at any time that the child is being educated and cared for by the service.

Regulation 157 Access for Parents - Penalty \$1,000

(1) & (2) The approved provider and nominated supervisor ... must ensure that a parent of a child ... may enter the ...service premises

(4) ... the approved provider or nominated supervisor is not required to allow a parent to enter ... if—

(a) permitting the parent's entry would—

- pose a risk to the safety of the children and staff of the education and care service; or
- conflict with any duty of the provider, supervisor or educator under the Law; or

(b) they reasonably believe that permitting the parent's entry would contravene a court order.

Evidence to show compliance – We ensure that parents of children can enter the service premises at any time when their child is being educated and cared for. However, we have had an occasion when the nominated supervisor refused entry of a parent as they were drunk and it posed a safety risk to the children and staff and conflicted with our duty under the law. We have policies and procedures in place that outline these regulations and are trained to follow them. We have documentation, such as sign-ins, visitor logs, and incident reports, so we can also demonstrate how we are following these regulations.

Why is the element important?

Looking at the element in detail - Element 6.1.1

Families must be supported from the time they enrol their child to participate in and contribute to decisions about:

- their child's orientation, settling-in, and learning outcomes and goals

Week 11, 22 to 26 April 2024 – 6.1.1 Engagement with the service

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- service operations, including policies, procedures, philosophy, self-assessment and planning processes.



Families may have several fears when it comes to using early childhood services. Some common fears include:

- **Separation anxiety:** Parents may worry that their child will experience separation anxiety when left in the care of someone else.
- **Safety concerns:** Parents may have concerns about the safety of their child when they are not around, including the risk of accidents, injuries, or other health issues.
- **Lack of control:** Parents may feel like they are losing control over their child's care and upbringing and may worry about the quality of education and care provided.

To eliminate these parents' fears, we use what the element is requesting us to do and become meeting, but before we start the essence of the element requires us to be good communicators and that can be a problem as educators get nervous about talking to new people.

There are various reasons why people may feel scared or anxious about speaking to parents and new people. Some common reasons include fear of rejection or negative feedback, fear of saying something wrong or inappropriate, lack of confidence or experience, fear of confrontation or difficult conversations, and fear of not meeting expectations.

Also, personal factors such as social anxiety or shyness may also contribute to these fears. It is important to create a set of tools to address these fears along with providing training and support to help individuals.



How to start a conversation with new and existing families.

You must practice The best way to start is by practicing with other educators.

1. **Begin with a warm greeting:** Start by smiling and saying hello to the new parent. This helps to create a friendly and welcoming atmosphere and sets a positive tone for the conversation.
2. **Introduce yourself:** After greeting the new parent, introduce yourself and let them know your name, role, and how long you have been working at the childcare centre. This helps to establish your credibility and expertise in providing care and education to children.
3. **Ask open-ended questions:** To initiate a conversation, ask open-ended questions that encourage the new parent to share their thoughts and feelings. For example, you could ask, "How has your day been so far?"
4. **Listen actively:** As the new parent responds to your questions, listen actively and attentively to what they have to say. This involves making eye contact, nodding in agreement, and asking follow-up questions to show that you are interested and engaged in the conversation.
5. **Share information about the centre:** Once you have established a rapport with the new parent, take the opportunity to share information about the centre, including the centre's philosophy, curriculum, and daily routines. This helps the parent to understand what the centre has to offer and how their child will benefit from being part of the community.
6. **Address any concerns or questions:** If the new parent has any concerns or questions about the centre, take the time to address them in a respectful and informative manner. This shows that you value their input and are committed to

providing a positive experience for both the child and the parent.

7. **End with a positive note:** Finally, end the conversation on a positive note by thanking the new parent for their time and expressing your enthusiasm to continue the conversation in the future. This helps to build a strong relationship with the parent and sets the stage for ongoing communication and collaboration.



Looking at real practice

Educator: Hi, it's great to have you here. Can you tell me a little bit about what you're hoping your child will gain from their time with us?

Parent: Sure, I really want my child to learn new things and make new friends.

Educator: That's great to hear. We prioritise socialisation and provide opportunities for children to interact with each other in socially acceptable ways with our friends program.

Parent: I also want my child to develop their literacy and numeracy skills.

Educator: Absolutely. We incorporate literacy and numeracy into many of our activities including our daily excursions to look for letters and numbers and encourage children to engage with books and numbers in fun and creative ways.

Parent: My family speaks a language other than English at home. Can my child continue to use that language at the service?

Educator: Of course. We celebrate diversity and encourage children to use their home language at the service. We also have resources available in multiple languages.

Parent: That's great to hear. I also want my child to develop their independence, especially in care routines.

Educator: That's an important part of early childhood and the Early Years Learning Frame, which we call the

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EYLF. We encourage children to take ownership of their self-care routines and provide opportunities for them to practice these skills in a supportive and nurturing environment.

Parent: Thank you for taking the time to discuss all of this with me. It's reassuring to know that my child will have such a well-rounded experience at your service.

Educator: It's our pleasure. We strive to provide the best possible learning experience for all children and we're excited to have your child join us.

Using tools to help us gain the information we need from parents.



Try this practice – greeting families.

When a parent and child walk into the room, go up to them and greet them. Use both the child's and

parent's name and ask these 4 questions

- How did they sleep?
- Any medication?
- Any special visitors like Nan or Pop?
- What did they do on the weekend?

Material and resources

A happy voice and a big friendly smile.

Medication form if required.

Communication sheet for the room.

Weekend sheet.

Things to say to children.

"Hi Billy and Stu, how are you today?"

"Is there anything we need to know? How did Billy sleep last night?"

Stu "His little brother woke us all at about 3am, he is teething".

"Oh, that's no good, if you need to have a rest Billy, make sure you come and get us and we can set up a bed if you need it. Now is there any medication?"

Stu "No"

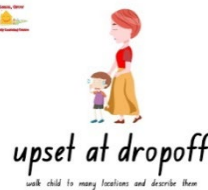
"What about grandparents visiting or other friends and family? What about your weekend, any interesting things happening that we could use in the curriculum?"

Things to remember.

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- You must use a genuine voice and get down to the child's eye level and look them in the eyes when talking to them.
- Always use the parents' name.
- Get the parent to complete the medication sheet immediately, then double check it together
- Write any information on the communication and weekend sheet with the parent



How to settle upset children at drop-offs
offer a transition activity or a comforting item to take with them, such as a favourite toy or blanket.

Reassure the parent that their child will be well-cared for and offer to provide updates throughout the day, if requested.

Say goodbye to the parent and child warmly and encourage them to have a good day.

Comfort the child if needed and help them transition.

- child is upset at drop-offs take the child and walk them around to different locations. Outside works best.
- Point out all the places you know they have fun in and remind the child that they do have fun here.

After reading the above steps, where could you improve?