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**NGALA LEARNING AND DEVELOPMENT SERVICE (ELDS)**

**FAMILY HANDBOOK**

**Belmont / Perth Airport**

**Kensington**

**Joondalup**

**USEFUL CONTACTS**

**Website:**

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

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| --- | --- | --- |
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**USEFUL CONTACTS**

**Family Assistance Office Helpline**

**Telephone**

136 150

**Education and Care Regulatory Unit**

**Department for Local Government and Communities**

**Address**

First Floor,   
111 Wellington Street,   
East Perth WA 6004

**Telephone**

(08) 6551 8333

1800 199 383

**Email**

[ECRU@communities.wa.gov.au](mailto:ECRU@communities.wa.gov.au)

**Ngala Parenting Line**

**Phone:**

9368 9368

**Ngala Accounts Team**

**Telephone:**

(08) 93689304

**Email:**

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CONTENTS

[Welcome 7](#_Toc51140540)

[History of Ngala 8](#_Toc51140541)

[Board of Management 8](#_Toc51140542)

[Our Philosophy 9](#_Toc51140543)

[Enrolment 11](#_Toc51140544)

[Occasional Care 11](#_Toc51140545)

[KindyNow 11](#_Toc51140546)

[Documentation Required 12](#_Toc51140547)

[Birth Certificate 12](#_Toc51140548)

[Immunisation Record 12](#_Toc51140549)

[Orientation 13](#_Toc51140550)

[Preparing for Care 13](#_Toc51140551)

[Packing your Child’s Bag 13](#_Toc51140552)

[Personal Toys 14](#_Toc51140553)

[Commencing Care 14](#_Toc51140554)

[Leaving your Child 14](#_Toc51140555)

[Procedures to be completed on Arrival 15](#_Toc51140556)

[Procedures for Collecting your Children 16](#_Toc51140557)

[Medication 16](#_Toc51140558)

[Family / Extended Family Involvement 17](#_Toc51140559)

[Communication 18](#_Toc51140560)

[Children’s Curriculum 18](#_Toc51140561)

[Ngala’s Early Childhood Curriculum 18](#_Toc51140562)

[Learning Outcomes 18](#_Toc51140563)

[Our Philosophy 19](#_Toc51140564)

[Cycle of planning 19](#_Toc51140565)

[The stories help us plan: 20](#_Toc51140566)

[National Quality Framework 22](#_Toc51140567)

[National Quality Standard 23](#_Toc51140568)

[Quality Improvement Plan 23](#_Toc51140569)

[Educa 23](#_Toc51140570)

[Staff Roles and Responsibilities 23](#_Toc51140571)

[Coordinator 23](#_Toc51140572)

[Assistant Coordinator/Educational Leader 24](#_Toc51140573)

[Team Leader 25](#_Toc51140574)

[Educator 25](#_Toc51140575)

[Daily Practices 26](#_Toc51140576)

[Sleep Time 26](#_Toc51140577)

[Toilet Education 26](#_Toc51140578)

[Nappy Rash Cream 26](#_Toc51140579)

[Sun Protection 26](#_Toc51140580)

[Meals 26](#_Toc51140581)

[Breakfast 27](#_Toc51140582)

[Birthday Celebrations 27](#_Toc51140583)

[Relationships 27](#_Toc51140584)

[Positive Guidance 28](#_Toc51140585)

[Procedures for Continuity of Care 28](#_Toc51140586)

[Policies and Procedures 28](#_Toc51140587)

[Attendance 28](#_Toc51140588)

[Illness and Injury 29](#_Toc51140589)

[Accidents 29](#_Toc51140590)

[Late Collection of Children 30](#_Toc51140591)

[Confidentiality 30](#_Toc51140592)

[Child Minding 31](#_Toc51140593)

[Excursions 31](#_Toc51140594)

[Emergency Procedures 31](#_Toc51140595)

[Grievance Procedure 31](#_Toc51140596)

[Payment of Fees 32](#_Toc51140597)

[Child Care Subsidy (CCS) 33](#_Toc51140598)

[Priority of Access 33](#_Toc51140599)

[Parent Resources 34](#_Toc51140600)

[Useful websites 34](#_Toc51140601)

[Family Acknowledgement 35](#_Toc51140602)

# Welcome

Welcome to Ngala Early Learning and Development Services. We are delighted your family is joining our services. We pride ourselves on being a centre of excellence for the delivery of early childhood services.

Ngala Early Learning and Development Services (ELDS) are not for profit services, currently located in Kensington, Perth Domestic Airport and Joondalup.

Our service in Kensington is approved for 54 children each day aged from 6 weeks to 6 years. Ngala opened this service in 1971 and it was one of the first to open in WA. The service aims to meet the needs of the general community.

Our service at the Perth Airport is approved for 92 children each day aged from birth to 6 years. Ngala opened this service in 2010 and it is located in the business precinct at the Domestic Airport. The service aims to meet the needs of the general community and the business precinct at Perth Airport.

Our service at the Joondalup Health Campus is approved for 72 children each day aged from 6 weeks to 6 years. Ngala opened this service in May 2014. This service aims to meet the needs of the general community and staff at the Joondalup Health Campus.

This handbook has been designed to provide you with information about Ngala ELDS and some of the important policies and procedures that will assist you and our team to work collaboratively together.

We hope that you will find the handbook informative and that you and your child enjoy your time as an integral part of Ngala ELDS.

We have a photo board of our educators, their qualifications in the reception area, we also display our:

* Provider Approval
* Service Approval
* Service Rating
* Quality Improvement Plan
* Responsible Officer
* Educational Leader

# History of Ngala

Ngala is a tribute to the tremendous effort, courage, devotion and determination many people have put into maintaining the organisation and keeping its doors open for over 125 years.

Throughout this time, Ngala has been guided by the belief that all children need to have the opportunity to grow in a caring and nurturing environment. Ngala has remained continually responsive to finding new ways to provide care for children and their families.

The story of Ngala records the progress of these changes and a continuing ethos aimed at strengthening the bond between parent and child and empowering parents to be confident in the care they provide for their children.

Most parents endeavor to fulfill their parenting role to the best of their abilities. However, from time to time many experience difficulties. Support and advice given in a non-threatening, non-judgmental, caring environment which empowers parents to take control of their own lives and their children’s development is vital.

Since July 1989 when Ngala introduced its new range of children’s and family services, almost 25,000 families use the expertise offered through Ngala annually. Many thousands more have sought advice and information through Ngala’s Telephone Information, intake and Referral Service.

Being able to offer a range of services is important in meeting families’ needs. As Ngala moves into the new century, and continues to accept the challenge of improving its services to ensure they achieve effective outcomes for families with young children who use our services.

The Ngala Board oversees the operations of all programs and services. Membership of Ngala is open to any person who subscribes to the association’s objectives and pays the annual membership fee to the Friends of Ngala.

Responsibilities of the association include the election of Board Members and the support of Ngala through a number of avenues including community fundraising.

## Board of Management

The Board of Management is a group of elected community members who provide governance to Ngala. Memberships for the Board are put forward at the Annual General Meeting, held in September each year. The Board meets on a regular basis in accordance with the constitution.

The Board of Management is responsible for setting policy direction, appointment of the Executive Director and review of performance of the centre. It is required to report annually to Ngala Inc. at a September Annual General Meeting.

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# Our Philosophy

At Ngala Early Learning and Development Services we value and respect children, families and the community.

We acknowledge the importance of the role of the parent as the child’s first educator and consider it vital that we form a strong partnership with the family. We aim to achieve this by open, honest and professional communication in a variety of forms. We will engage in conversations and sharing information with each family upon the child’s arrival and at departure by providing specific information about the child’s day and the learning taking place. We schedule regular family partnership meetings throughout the year, and share each child’s learning and development via online portfolios. The portfolios show each child’s progress and achievements.

We recognise the Rights of the Child and we work with families to achieve the best outcomes for each child.

We value diversity and believe each family’s culture is important. We work and communicate with families to support the development of each child’s individual cultural identity. We respect the differences in families.

We acknowledge the importance of childhood and value this special time. We want our children to create happy memories with us. Their time at our service should be fun, enjoyable and pleasurable. We want children to remember fun play and learning experiences with their peers and the educators who supported their development.

Our curriculum is influenced by the Early Years Learning Framework. We recognised the early years of life are the most important for lifelong learning. These years are a time when the brain develops and much of its ‘wiring’ is laid down. Therefore through considerable research our curriculum is based on the child initiated approach, and play based learning is the focus.

Our educators observe and listen carefully to each child’s interests, needs and development. We work with families to enable all children to participate in the program, we consult with external agencies to remove physical barriers to participation and ensure all children feel a sense of belonging.

Building positive and warm relationships between children and educators is vital to a child’s sense of safety, trust and learning. We aim to provide consistent and sensitive educators who will form strong attachments with each child. Educators engage in positive, shared conversations and interactions with each child every day. Individual and small group interactions are constantly used as intentional teaching opportunities where educator’s role model, ask questions, test out ideas and challenge the child’s thinking. These conversations are vital for learning and development and are essential in developing the child’s language and pre-literacy skills.

Our Educator’s embrace reflective practice as a form on ongoing learning which involves engaging with questioning, gathering information and gaining insights which inform and enrich decision making about children’s learning. Educators are supported in their practice, by the Management team. Educators and Management work in partnership as one team, for the betterment of the service, children and families. Our team will show respect, recognize strengths, value, listen, support and acknowledge each other.

Every conversation and interaction shows respect for the child. Our behaviour guidance techniques show respect towards all children, using positive guidance strategies to build children’s social competence and enhance their emotional intelligence. Therefore, we do not use ‘Time out’ at Ngala ELDS.

We plan purposeful, inclusive learning areas indoors and outdoors that stimulates and extends children’s understanding and learning. We believe the environment is the third teacher.

We celebrate each child’s individual achievements and aim to cater for the whole child. Our image of the child is a capable, competent learner who leads their play and makes choices throughout the day to cater for their own interest. Learning to make decisions is an important life skill and takes practice. Each child can choose the resources they would like to play with, whether they would like to play alone or in a group, whether to play indoors or outdoors, decisions about their personal care, and when they are ready to join mealtimes. We offer children the opportunity to participate in meaningful decision making regarding choices and changes that might affect them. Each child has the right to refuse to take part.

Children learn best through small groups and hands on learning. Our homely play environments are created to be welcoming; an invitation to play, and cater for small groups so each child has space and more importantly time to explore their interest to their satisfaction. Educators use this time to observe and scaffold the children’s learning by teaching children the skills required to achieve their desired outcomes by using small steps at the child’s own pace, or encouraging children to learn the skill from each other.

The children work on many projects based on their interests and development. A project is an in depth investigation of a topic the children would like to learn about. Play is never rushed and educators see the importance of the children revisiting and reconnecting with previous play to be able to extend the play into future learning projects. Children need this time to explore, practice and then master their play before they can feel satisfied.

[](file:///C:\Users\kpitt.NGALA.006\AppData\Local\Microsoft\yellowpages\Ngala%20Photos\Stock%20photos\Unreviewed%20images\Shutterstock%20(Inhouse)\shutterstock_16668049.jpg)Our curriculum caters for messy play, as we recognise the importance of hands on learning and sensory play for learning and development. We use natural materials (e.g. clay, mud, pinecones) on a daily basis and value the use of recycled and real materials to best achieve learning outcomes. We value environmental responsibility and have many sustainable routines and experiences embedded in our curriculum.

Our environments have many constant predictable areas for the child to feel safe, secure and supported, these areas are then slowly extended and new inviting areas introduced based on the child’s interests and development.

Your child will always be supervised carefully and involved in safe learning practices; however you can expect to see your child presented with some challenges and risks in their play. During this time children will have success and may make mistakes, and while supported by educators we see small challenges, mistakes and risks as important learning opportunities for children.

We value open ended play and materials. The focus for learning is on the process the child uses and not the product. The materials a child chooses and how they use those materials is more important than the educator directing the child in what to make. In our experience it is then the educator who creates most of the work. A range of learning materials will be available for the duration of the day for the children to choose from and create their own unique pieces of work rather than all children copying an educator’s idea or standard.

In these ways play can promote positive dispositions towards learning and the foundation of a love of learning for life.

# NGALA-tree-rgbNGALA-tree-rgbEnrolment

When your child is enrolled you will be asked to meet with the Coordinator or available management team member. All paperwork is required to be returned to the service a week prior to your child starting care.

It is essential to keep the information on your child/ren enrolment form up-to-date so that you can be contacted. The staff will provide you with new enrolment forms annually to ensure all details are up to date, this is also a state licensing requirement. Please inform Ngala ELDS immediately of any change.

On enrolment day you will be required to:

* A $20.00 deposit for each security card this is refundable on return of card. Your security card cannot be given to family members or friends to use, this breaches the security of each card.
* Pay at least one week’s fees in advance.

All families need to be aware that the basis of their child’s acceptance is open to review if their circumstances change.

## Occasional Care

Occasional care is an option if care for your child is required on a day they do not normally attend the service. Occasional care can be used as a one off option, when needed. Bookings may become available due to low numbers of children enrolled on a particular day or children being away because of sickness or holidays.

Occasional care is only available if there are positions open in your child’s room and bookings can only be made for the room your child is currently in. Please do not book your child into another room.

If you would like to book occasional care please use the KindyNow app or see the Coordinator or Assistant Coordinator. With occasional care, you have the ability to cancel the care if you decide you do not need it anymore however a period of 48 hours’ notice must be given in the event of a cancellation, otherwise full fees will be applicable.

## KindyNow

We use an app called KindyNow, this is a downloadable APP for smart phones and tablets. KindyNow gives you the option of managing your own bookings within a two week period, this means that any available occasional care spaces in your child’s age group will appear under available bookings and you can directly book these places yourself via the app. You may also use it to notify of your child’s absent to potentially receive money back as well as to connect with other parents at the centre.

If you would like to book an occasional care, please use the KindyNow app or see the Coordinator or Assistant Coordinator.

If you have any questions about occasional care or the KindyNow app, please don’t hesitate to ask or ask us for a brochure.

# Documentation Required

## Birth Certificate

In accordance with state regulations Ngala ELDS is required to view the original and photocopy your child’s birth certificate and place on their file.

## Immunisation Record

Ngala ELDS are required by state regulations to have an up-to-date immunisation record for your child. Families must provide their child’s Australian Immunisation Register (AIR) Immunisation History Statement at enrolment.

The statement must be dated within two (2) months prior to the date of application for enrolment. It will be photocopied by a member of the management team upon enrolment. If your child has been immunised in Australia you can access the statement via your *MyGov* account, your Medicare Express Plus App, by visiting a Medicare or Centrelink office or by calling 1800 653 809 to ask for a copy to be posted.

We may be required to report on the immunisation status of a child enrolled at the service, when requested by the Department of Health’s Chief Executive Officer.

A reminder that your eligibility for Child Care Subsidy is dependent on your child’s immunisation being maintained and up to date in accordance with the Health Department immunisation guidelines.

For further information, please visit the Department of Health’s website: <https://ww2.health.wa.gov.au/~/media/Files/Corporate/general%20documents/Immunisation/PDF/Strengthening%20Immunisation%20FAQs.pdf>

# Orientation

Families are encouraged to assist their child with the transition to care by visiting the service and spending time with their child/ren prior to commencement of care. Child/ren begin to get to know their educators, you gain an understanding of how the service operates, get to know your child/ren’s educators and see how our educators play and interact with children.

**Please call the service prior to coming in for an orientation visit to make a booking. Please note that a parent must remain on the premises during orientation.**

# Preparing for Care

## Packing your Child’s Bag

Please ask your child to help pack their bag/s, it can assist the child/ren with the transition to care. The items we recommend you pack:

1. **Nappies:** Please ensure a minimum of 4-6 nappies or pull ups are in your child’s bag for each day. Nappies and pull ups not used on the day will not be returned at the end of each day, instead they will be kept on site for your child’s next day of attendance.
2. **Milk Bottles:** Where an infant child is on a formula please leave enough bottles of boiled water, along with the correct portion of formula for the day in care. Tins of formula will not be accepted. Breastmilk will need to be stored in the body of the fridge. All bottles should be clearly labelled and please let staff know when the next feed is due. All bottles will be rinsed and returned to the child’s bag.

Where a child has moved from formula or breastmilk, the service will provide cow’s milk, soy milk or rice milk through the day, the family is required to supply the full number of empty bottles at the start of each day. The service will provide the milk throughout the day as per child’s routine. It is the family’s responsibility to ensure bottles are labelled and bottles and teats are sterilised.

1. **Clothing:** We highly recommendyou dress your child for play and SunSmart recommenations (covered shoulders). Your child will get dirty/messy while involved in play at the service. Our curriculum supports ‘hands on learning’ therefore your child will be involved in learning such as arts, gardening, water play and mud play. If clothing is special we recommend it not be worn to Ngala as it may get dirty during the course of play. We recommend that you pack a couple of changes of clothes as your child will need them. Children’s clothes will be rinsed, if necessary, but not washed they will then be placed in a plastic bag to be taken home.
2. **Footwear:** We recommend footwear that is easy for children to put on and take off, for example Velcro straps.
3. **Jewelry:** It is recommended that children do not wear earrings when attending the service.
4. **Labeling Belongings:** To assist us with ensuring your child belongings are returned to you we request the following items to have your child’s initials on them:

* Formula bottles
* Dummies
* Clothing
* Footwear
* Comforters

## Personal Toys

While many children would like to bring toys to childcare, ‘sharing’ these toys with other children can be a difficult concept for children to grasp, and this can cause distress for the child. Ngala ELDS is unable to take responsibility for lost or broken toys from home. It is recommended that personal toys are left at home to be enjoyed. This includes children’s smart watches. Some of these watches have the ability to take photos of videos which can be shared which is a privacy issue. Some have noises and games which can be distracting for children. Families are encouraged to leave smart watches at home. Children attending childcare with a smart watch will be asked to put it on flight mode or to put it into their bag whilst in care.

Please let your child bring a security toy only (i.e. dummy, rug, sleep teddy [no soft toys in cot if under 7months]). Please ensure these are clearly labelled with your child’s name. No other toys to be brought to the centre. Thank you for your co-operation with this.

# Commencing Care

## Leaving your Child

Leaving your child for the first time can be a daunting and anxious time for both parents and children, some parents/families experience anxiety and sadness. This is very normal and you are not alone, however how you respond to this is critical to how your child will settle. Our aim is for each child to separate happily from parents/guardians, to develop strong and secure relationships with our educators and the learning environment. How long this takes varies from child to child. Some settle very quickly, others will take a little longer, and some children decide after a few weeks they no longer want to come. Our educators and management team are here to assist you and your child/ren.

The transition from “home” to “care” is an important part of the day for the children attending Ngala ELDS. Both, family and staff, have an equal responsibility for ensuring that this transition is smooth and positive. We have outlined some strategies below that will assist child/ren settling into care.

**How you can help your child/ren settle into care:**

1. **Arranging orientation visits before the start date:** We recommend two to three visits to the service with their child before they begin care. These visits are by appointment- we ask you to speak to the front office to arrange a suitable time for an orientation visit. It is a licensing requirement that parents stay on site during the orientation period.
2. **Prepare them.** Either talk with or have your child assist with packing their bag for care each day. If you do this positively with your child, you child will pick up on this. Participating in the orientation program will also assist your child.
3. **When it is time to leave.** Once you are ready to go, say goodbye to your child and leave quickly. If you feel your child will be upset, ask an educator to comfort him/her. Returning after saying goodbye will only prolong the separation, and build anxiety for you and your child.
4. **Always say goodbye.** Saying goodbye to your child before leaving is critical to ensuring your child does not feel abandoned when they turn around and discover you have gone, sometimes this may be hard if your child becomes unsettled when you leave, however the feeling of abandonment is far more distressing for your child.
5. **Use regular ritual and phrases.** It helps your child if you have a set ritual each time when leaving your child. Placing their bag in their locker, writing their name on whiteboard, taking child to educator, saying “Mummy/Daddy is going to work now I will be back after late snack, have a lovely day, love you bye”.
6. **If your child is upset or shows concern, acknowledge it.** This may not seem reasonable to you; however, it is letting your child know you understand their feelings, whilst at the same time acknowledging they are ok and you will be returning.

Most children do not remain upset for long after the family member has gone. If you are concerned, please telephone the service.

Some children take longer to settle into unfamiliar environments and families are asked to persevere with bringing their child and make it as positive an experience as possible. The opportunity to discuss strategies to alleviate separation anxiety for both the child and the family with the Team Leader or Management is also available, along with pamphlets and other information.

Children with siblings in the service are offered and given opportunity to play together and acquire an understanding of each other’s wellbeing.

Ngala ELDS encourages you to telephone at any time to check on your child’s wellbeing and we will contact you if your child is unduly upset.

Sometimes child/ren may even cry when you return, this is to let you know they are delighted you have come back.

**Family Daily Communication**

Families in the 0-1 rooms are offered opportunities to complete a baby’s feedback form regarding their child’s information each morning on arrival. This enables educators to be aware of any changes or likely changes in the daily care needs of your baby. This information also allows educators to identify these changes and modify care routines. It is also provides you with an overview of your baby’s day at Ngala ELDS. This form will be sent home with your child at the end of each day for your information.

Families in all other rooms are to complete the group communication book on arrival, during the day your child’s eating and sleeping patterns will be documented for your information, which you can access when collecting your child. Daily information sheets are also available to be sent home each day if required, please let your child’s educators know if you would like this form completed for your child.

We do however recommend you keep educators informed if your family is experiencing changes with your child’s routine:

* New sibling
* Moving house
* Family separation
* Death of a pet, friend, family member
* Family illness
* Interstate or overseas visitors.

## Procedures to be completed on Arrival

**Record Time of Arrival**

Complete the Attendance registration for your child on the table through iCheck-In. The tablets are located in the reception area or children’s rooms. iCheck-In is a legal requirement and can only be completed by a person 18 years and over. Western Australian Regulatory Unit conducts spot checks on this. We appreciate your co-operation with this.

**Communication**

Please discuss your child’s daily needs with their educator.

Please write any messages in the group communication book that you wish to share with all educators.

**Medication Form**

Complete this form in your child’s room if medication is required. All medication to be brought to the attention of the Team Leader or Qualified Educator (See policy & procedure section for details pertaining to administration).

## Procedures for Collecting your Children

* Record time of departure by completing the Attendance registration for your child on the tablet through iCheck-In.
* Please communicate with educator as to how your child’s day has been (and you can also refer to your child’s communication book/ group communication book).
* Child/ren will not be released to anyone who is not registered on the Enrolment Form or doesn’t have a completed Authority to Collect Form. (Authority to Collect Forms can be e-mailed or faxed to you).
* All persons collecting child/ren for the first time are required to provide photo ID. Your child will not be released without this.
* As child/ren share lockers on different days please ensure you take all your child’s belongings with you each day.

## Medication

**Please do not leave any medication in your child’s bag. This places all children at risk, as children have access to their bags.**

All medication, script and non-script (including bonjela) must be brought to service in its original container with your child’s name on medication and packaging and handed to an educator in your child’s room. Educators are not able to administer medication by phone request; we can e-mail or fax you the Medication Authority Form to complete. Medication must not have exceeded expiry date. Antibiotics have a shelf life of about 10 days after opening. We cannot administer Antibiotics beyond their shelf life.

For educators to administer medication the following needs to occur:

* Medication must have the child’s name in full on the medication.
* Medication must be in the child’s name not a sibling’s name.
* Parent/guardian must complete the pink medication form located in your child room.
* A medication form must be completed each day your require medication to be administers and completed in full, abbreviations cannot be used and witnessed by a Team Leader or Qualified Educator.
* Please indicate on your child’s medication form, the name of the medication, the amount to be administered, the time the medication is to be given, and the time the medication was last administered and sign each request, please see sample.
* Educators can only administer the recommend dosage outlined on the medication.
* Some over the counter medication can have larger dosage, for educators to administer an increase dosage the pharmacist must place a label on medication with recommend dosage for that child.
* Educators are not able to make a decision as to whether to give medication or not.

**Non-prescription medication will not be administered any more than two consecutive days without written doctor’s advice.**

**Where medication labels number maximum dosages per day, a day is considered to be a 24-hour period. This means that if the label states 3 times a day the dosage can only be administered once every 8 hours. Please call to discuss this with the Coordinator.**

**Educators are not able to give children medication without written permission from a parent or guardian.**

To assist educators with the care and safety of your child throughout the day we request you inform educators of any medication your child maybe receiving at home but not at Ngala ELDS.

## Family / Extended Family Involvement

We welcome and encourage contributions from families to our curriculum. The Team Leaders in each room will invite families to meet with them on an individual basis to discuss the development of their child, the child’s strengths, and areas of interest and to discuss family’s goals for their child. These invitations are sent out twice a year.

Families are encouraged to become involved in the service in any way in which they feel comfortable. This involvement can help your child to feel that the new environment is an extension of home. Occasional participation in daily events will also help families become more comfortable and more informed about the care their child is receiving.

**Some Suggestions:**

* Providing ideas and feedback to staff and management (this can be done verbally or via our online tool, Educa).
* Writing your own learning story and sharing it on Educa.
* Donating recycled materials (speak with your child’s educator regarding what would be useful in their room).
* Having lunch with your child.
* Sharing an experience e.g. playing a musical instrument.
* Conducting a cultural activity.
* Bringing in a new baby to be bathed.
* Contributing to the newsletter.
* Providing feedback for policy and procedure reviews.
* Providing feedback on questionnaires sent out.
* Assisting with excursions.
* Resourcing unusual equipment e.g. opportunity shop dress-ups.

# Communication

Families are welcome to visit Ngala ELDS at any time. If you wish to discuss your child’s progress with the Coordinator or Team Leader, please phone first to arrange a convenient time.

There are a numbers of ways we will communicate with you to inform you of changes and updates within the centre, most importantly, to share with you information about child and their experiences.

We will communicate with you in the following ways daily:

* Face to face and use of daily communication books/ daily feedback sheets.
* Phone or text messages if there is anything we want to bring to your immediate attention.

We will communicate with you in the following ways weekly:

* Using Educa, this is an online portfolio used to communicate your child’s interests, learning and development. It allows parents and early childhood educators to share a child’s journey and gain valuable feedback.

We will communicate with you in the following ways six monthly:

* Family Partnership meetings.

If you feel emotional or concerned when leaving your child, please phone the service and talk with the staff caring for your child.

Ngala ELDS promotes open communication, with families using the centre. We welcome your comments, ideas and suggestions. Alternatively, an appointment can be made for you to speak personally with the Co-ordinator. Interpreters to assist parent/guardians can be arranged in the service if necessary.

The care of your child at Ngala ELDS is a partnership between you and us and it is important that we keep the channels of information open to facilitate your child’s best interests.

# Children’s Curriculum

## Ngala’s Early Childhood Curriculum

At Ngala ELDS, we offer the Ngala Early Childhood Curriculum. Our curriculum follows and implements the ‘Early Years Learning Framework’, by Australian Children’s Education and Care Quality Authority.

The Ngala Early Childhood Curriculum is centered on the Early Years Learning Frameworks Learning Outcomes.

Learning Outcomes

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

The curriculum is planned over the fortnight, implemented each day and embeds our service *Philosophy,* our *policies* (guided by the Regulatory unit) and, as mentioned the *Early Years Learning Framework.*

## Our Philosophy

Our Philosophy is about respect for each child. You will see this evident in our curriculums every day.

You will see:

* Children having choices. Our learning environments are available all day long. This allows children to choose when they would like to play in certain areas and for how long. Children are not rushed from activity to activity, but rather are given time to practice and master skills they are learning (learning takes time).
* Progressive meal times. We aim to provide a home like environment as much as possible, you will see children invited individually to meal times, and meal times offered in small groups. This is so we can support the children and educator to engage in lovely social interactions, whilst also learning some vital self-help skills.
* Consistent learning environments. We aim to make every child feel safe and secure, and one way to achieve this is to provide consistent environments. You can expect to see small changes made to the play areas over the fortnight, but we avoid making large changes so the children can locate resources, and also to give children time to master their learning. There is a wide variety of play offered every day.
* Open ended art experiences. We provide a rich art curriculum each day where children are encouraged to work on developmental skills; however, how they choose to express these skills is up to the individual child. You can expect to see some wonderful art exploration, but you will never see children all bringing home the exact same creation (when you see this you know the adult has more input into the art than the child!).
* Lots of outdoor play. The doors between the indoor and outdoor environments are open for the majority of the day. This is so children can make their own choices about play, plus it allows us to facilitate small group play where educators can engage in meaningful interactions and teaching moments.
* Messy play, for example: painting, mud play, water play.

Young children are very tactile and learn through the use of all of their senses.

Child development theories focus on the need for children to touch and investigate.

* Intentional teaching. Educators take great care in planning the resources and learning environments. Educators then use strategies such as open ended questioning, role modelling and scaffolding to enrich each child’s learning.
* Fun! The best way for children to learn is for play to be enjoyable.

## Cycle of planning

Each child is included in the planning and implementing our curriculum. The curriculum is planned and implemented in a fortnightly cycle of observing, implementing and reviewing. Our curriculum is flexible, it includes an emergent curriculum-this is where we can update or make changes to our curriculum at any time to respond to children’s learning, needs or interests.

Individual and groups of children are observed by their educators using an online portfolio-Educa. Educa allows us to record your child’s interests and learning in the format of a ‘learning story’ and share their moments at Ngala with you.

The learning stories record important details of your child’s learning; we then use these stories to plan our curriculums.

You can expect to see a mixture of individual and group stories recorded. In the older age groups you can expect to see many more group stories, this is because the children are forming peer relationships so they are more likely to be involved in group play for the majority of the day.

## The stories help us plan:

Our indoor and outdoor curriculum. This curriculum is based on individual and group learning the educators have seen happening. This is our plan for our play environments each day.

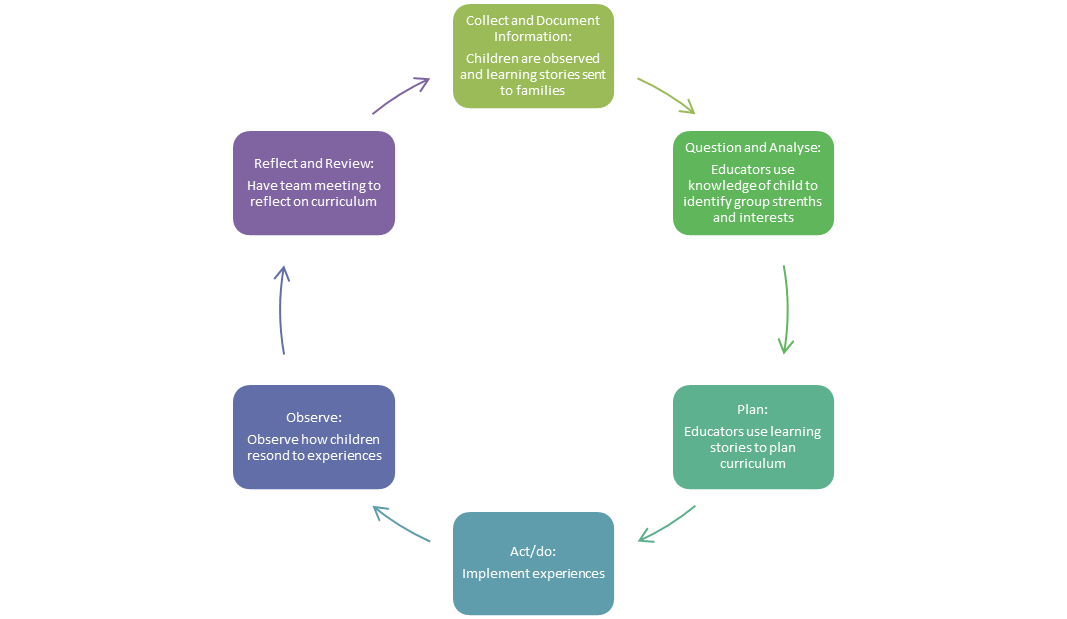
Our visual arts curriculum. Based on group learning stories, educators plan and support children’s learning by working on particular skills for the age group. The focus is on the use of tools, small muscle development, wrist dexterity, and artistic development/ concepts as documented by researcher Rhoda Kellogg.

Our storytelling curriculum. Group learning stories assist educators to plan a particular focus book to read over the fortnight. Other books are also read during this time, however the focus book is explored and analysed over the two-week period. Educators discuss the author, the illustrator, the front cover, make predications, learn sequences, discuss characters and dialogue, focus on new words and their meanings. Educators extend this learning in the room by providing resources from the story to engage with and practice concepts learnt in the story. For example, the children may go on their own Bear Hunt. Storytelling is offered several times during the day and all children are invited to participate. We believe storytelling is an interactive experience and children are encouraged to ask questions and be involved. It is not compulsory for children to sit for storytelling, if they would rather play elsewhere during this time they are free to do so. (Our Philosophy of respect and choice).

Our group Project. Each Project is based on group learning stories. In a Project educators plan to slowly, carefully and thoroughly investigate a concept over a long period of time. Educators choose the Project based on a learning concept the children are curious about and break it down into phases for the children to explore.

During the fortnight, our educators carefully observe how the children are responding to our curriculums, during this time you can expect to see ‘follow up learning stories’ being documented. These stories are to see if the learning outcomes have been met, if the children have enjoyed the play, and how we can extend on this learning in the next curriculum. (As learning takes time, we cannot expect to see all learning outcomes to be complete in a fortnight).

Each team then holds a team meeting to reflect on the fortnight curriculum and practices and this information along with new ‘learning stories’, and the ‘follow up learning stories’ are used to plan the next fortnights curriculum.



## National Quality Framework

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services.

It creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services and replaces existing separate licensing and quality assurance processes.

A Regulatory Authority in each state and territory is primarily responsible for administering the National Quality Framework, including approving, monitoring and quality assessing services. Please refer to page 4 for contact details of the regulatory authority for Western Australia.

Approved Services will be assessed and rated against each of the seven Quality Areas of the National Quality Standard and the National Regulations. They will also be given an overall rating. The rating and assessment process aims to drive continuous quality improvement at services and provide families with better information for making choices about their children’s education and care.

## National Quality Standard

The National Quality Standard sets a national benchmark for the quality of education and care services. The National Quality Standard is divided into seven Quality Areas:

1. Educational program and practice

2. Children’s health and safety

3. Physical environment

4. Staffing arrangements

5. Relationships with children

6. Collaborative partnerships with families and communities

7. Governance and Leadership

## Quality Improvement Plan

**Each early learning service must have a Quality Improvement Plan (QIP). This document helps us to self-assess our performance in delivering quality education and care and to plan future improvements. The QIP also documents and celebrates our strengths. The QIP helps regulatory authorities with assessing the quality of the service.**

**We must update the document at least once per year and it is available for families to look at and give feedback on at any time. During the year, we may send out surveys to you asking for feedback or comments about what we are doing well and what we can improve on. We welcome all feedback.**

## Educa

Educa is a **web-based portfolio** of your child's growth and development at an early childhood centre. Educators use Educa to capture and organise children's learning, share children's learning stories, growth and other information (such as photos) with you throughout your child’s time at the service. It allows Educators to **share** your child's journey with you and gain valuable feedback from you. All of the children’s data is securely stored in a 24/7 monitored data centre and all traffic is encrypted with SSL - the same security banks use - so you know your children’s data is safe.

As part of this program, each family will be sent an invite to access this program via email upon enrolment. By clicking on the link in the email, you will be able to set up your own private login through which you can access your child’s learning portfolio.

The invitation will be sent to the email address you have provided to the service through your child’s enrolment forms and will be from ‘**Educa support’**. It is possible that the email may go to your junk mail box.

# Staff Roles and Responsibilities

Each staff member plays a vital role in the care and education of the children. They learn about each child’s interests, skills and knowledge and they support each child to build on those strengths in a meaningful way using a play-based curriculum. Our staff are here to support your child’s learning and development while they attend our service.

## Coordinator

The main objective of the Coordinator is to lead and manage the daily operations of the Joondalup Ngala Early Learning Development Centre ensuring the requirements of the National Quality Standards are surpassed. The Coordinator is also responsible for Community engagement around the centre to enable a holistic approach to the services Ngala provides. The Centre Coordinator’s role is to display Leadership qualities within the role and be an active promoter of Ngala standards and practices in particular the ELDS policies, curriculum and standards.

The Coordinator coaches and mentors educators pedagogical practices to ensure they are in accordance with Ngala’s curriculum and standards, they facilitate meetings and professional development and make recommendations to the Manager about the training needs of staff.

The Coordinator is responsible for checking to ensure procedures and systems are in place and working effectively and efficiently, including checking to ensure all audit procedures are being correctly maintained. They monitor the physical environments being provided by Team Leaders and Educators to ensure they meet legislative requirements for safety and adhere to Ngala’s Early Childhood Curriculum.

The Coordinator keeps abreast of latest research in theory and practice for Early Childhood Education and Care by attending seminars, taking part in training face-to-face or webinars, and receiving newsletters.

Centre Coordinators are responsible for all communications in terms of frequency and quality, between the Centre and the families and the community. Including the creation and distribution of any newsletters and Educa posts. They take part in reflective practice to evaluate progress and inform planning.

If you have any concerns or questions about your child’s care, you can contact the Coordinator at any time.

## Assistant Coordinator/Educational Leader

As part of the National Quality Standards all services must designate a suitably qualified and experienced person to the role of Educational Leader. The Educational Leader’s role has a significant part in motivating and coaching Educators to inspire ideas to extend the practice and pedagogy implemented within the service. The Educational Leader and Educators collaboratively participate in reflective practice, discussing the significant importance and the implementation of the link between Educators, children and families.

The Educational Leader focuses on making children’s learning, development and wellbeing the core focus of the service’s curriculum and practices. The Educational Leader assists educators with:

* Creating clear expectations that relate to goal creation and supporting children’s learning.
* Linking children’s learning to the Early Years Learning Framework Outcomes.
* Becoming more confident communicating children’s learning and development to families.
* Implementing engaging learning environments that are purposeful in addressing diversity and linking to educational theories.
* Developing a range of skills for documenting and assessing children’s learning.
* Building a culture of reflective practice.

Having the Educational Leader effectively working with, and guiding Educator’s learning, builds on the abilities of Educators and encourages quality practices. It supports the development of future skills in establishing respectful, trusting and secure relationships with children and families. This in turn creates a community of children learning through exploration and investigative play.

## Team Leader

Each room has a Team Leader to support, inspire, mentor, and guide the other Educators in the room. Team Leaders lead the practice or each room.

* Team Leaders ensure that plans are completed each fortnight and display each part of the curriculum. They plan for individual and small group learning.
* Our Team Leaders support and mentor other Educators, they involve team member in decision making and collaborative practice.
* Team Leaders meet with families during Family Partnership Meeting to discuss each child’s progress, and ask families for their input.
* Team Leaders hold weekly meetings to review practices, determine goals for each child, and reflect on the curriculum, duties, routines and interactions in the room.
* Each Team Leader will work with their team to create the environments, decide on resources needed, and experiences that are set up.
* Team Leaders ensure all team members follow correct policies and procedures.
* Team Leaders will analyse routines on a regular basis to ensure they are running smoothly for the children.
* Team Leaders will model appropriate behaviour, language and use of materials during conversations with children.
* Team Leaders to ensure educators will encourage children to solve problems.

## Educator

* Educators make observations/assessments of the children’s interest and development on an ongoing basis.
* They write group and individual learning stories, which are the basis for planning our Curriculum, Projects, Visual arts and Storytelling.
* Each fortnight a new Curriculum/Project/Visual arts/Storytelling document is developed. Each Curriculum leader has planning time to reflect, research and develop the next curriculum.
* The curriculum should extend on previous plans and observations made.
* Educators reflect and adapt parts of the curriculum depending on how it was received by the children, and whether it met the goals.
* Educators support, encourage and engage one-on-one, and in small groups, with children. Educators create a relaxed and happy atmosphere in which children experience equitable, friendly and genuine interactions with all educators.
* Educators respect each child’s uniqueness, are attuned to and respond sensitively and appropriately to children’s efforts to communicate and will use the child’s own language, communication styles and culture to enhance their interactions.
* Educators assist children to learn to communicate and interact positively and cooperatively with their peers through modelling appropriate communication and responding positively to children at all times.
* Educators show empathy, respect and understanding when communicating with children and model this in their interactions with adults.
* Educators ensure that meal times are a warm, relaxed place to eat, they will use meal times as an opportunity for discussions.

# Daily Practices

## Sleep Time

All children are given the opportunity to sleep and/or rest. Babies and toddlers sleep on demand. If children do not need to sleep they are encouraged to play quietly. We follow the Red Nose safe sleeping guidelines in order to inform our practices around sleep. If your child has a special comfort toy please let educators know. We aim to meet all children’s needs, however safety is our first priority, therefore babies under 7 months will not be permitted to have blankets or cuddly toys in the sleeping area as it conflicts with Red Nose safe sleeping guidelines. All sleeping areas are climate controlled.

## Toilet Education

It is our policy to begin toilet education once the child indicate readiness by acknowledging they need to do a wee or poo, recognising they are wet or soiled and also has the ability to voluntarily control the muscles involved. Additionally children need to understand the concept of up and down for pulling clothes up and down.

Once your child starts toilet education he/she does not wear nappies during the day (except at sleep time if required). Putting a child in and out of nappies only serves to add confusion to what is expected. To assist your child with toileting please provide at least six trainer pants or disposable pull ups per day.

It is also recommended that toilet training be undertaken in the summer months. Children are more likely to achieve toilet education in warmer months.

## Nappy Rash Cream

The Centre provides Sudocream in case your child develops nappy rash during their day with us. The ingredients are Excipients, Zinc Oxide, Lanolin, Benzyl Benzoate, Benzyl Alcohol and Benzyl Cinnamate. Please complete the authority form in regard to the application of Sudocream.

## Sun Protection

Ngala ELDS will provide a hat for your child to be left at the service. All children are expected to wear hats when playing outside.

Children are encouraged to wear protective clothing that covers their shoulders from the sun.

Sunscreen is routinely applied to the children throughout the day, when the UV index is 3 or above, as part of the Centre’s sun safe procedures. The sunscreen applied is from the Cancer Council and carries a 30+ SPF. Please complete the authority form in regard to the application of sunscreen.If your child has an allergy to the sun cream provided we request you to provide your child’s sun cream.

## Meals

All food is provided by Ngala ELDS. The children will be provided with a nutritious morning and afternoon snack and a cooked midday meal. Menus are displayed on the notice board. Menus are carefully balanced to provide half of the daily recommended dietary intake for children, outlined by the Health Department over the week. Meals are prepared with fresh ingredients and follow Health Department guidelines.

Ngala ELDS is an allergy aware service and has strategies in place to prevent the presence of nuts and nut products within the service. Ngala ELDS caters for allergies and cultural requirements. Any children with individual preferences will be encouraged to eat all meals.

**We request families do not bring in meals or supplements from home. We also request that if you bring in gifts for staff they not contain nuts. This also ensures that children with severe allergies are not placed at risk by food not supplied by Ngala ELDS.**

If you would like to discuss this further please see the Centre Coordinator.

## Breakfast

Children are expected to have breakfast before arriving at Ngala ELDS.

## Birthday Celebrations

We celebrate all birthdays with afternoon tea provided at the Centre, following good nutrition guidelines.

As the service is allergy aware, we ask all foods for birthday celebrations are to be **NUT FREE** please be mindful of this if you are supplying ingredients for the cake. If you would like to bring in a packet mix for the children to make with their peers, please ask the Coordinator or Assistant Coordinator for suitable brands, as the mix must not contain any traces of nuts. Bringing in a cake mix means that all children can participate in the cooking experience together.

We reserve the right not to serve food for birthday celebrations, if we deem the food to be unsafe for children. Please check with your child’s Team Leader for further clarification.

## Relationships

Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security. Positive interactions with children convey to them that they are valued as competent and capable individuals, and children develop confidence in their ability to express themselves, manage their feelings, learn new skills and take risks to extend their capabilities.

Positive and responsive one to one interactions with babies and toddlers are important for their wellbeing and encourage them to thrive. Babies and toddlers need a secure foundation of trusting relationships with adults before they are ready to explore and learn about their world.

Older children need assistance from educators and other important adults in their lives to guide their interactions with peers and others as they explore their identity and develop more complex social skills and relationships.

Educators and other staff develop warm relationships with children; respect children’s opinions; provide children with opportunities to become self-reliant and develop self-esteem; maintain children’s dignity and rights; and provide children with positive guidance and support towards managing their own behaviour.

We work in partnership with families, and develop responsive, warm, trusting relationships with them.

See our Interactions with Children Procedure for more details.

## Positive Guidance

One element our Early Childhood Curriculum pays particular attention to, is how the setting up of play environments for children creates boundaries that children can follow, with the application of consistent practice from our educators.

Educators use a positive approach when guiding the daily development of children as they begin to understand and gain some regulation with their social skills.

Strategies we use with positive guidance include:

* Redirection,
* Anticipation of and elimination of potential problems,
* Positive encouragement, rather than comparison or criticism,
* Shadowing if a social skill such a biting, pushing is consistent,
* Assisting children to talk with other child,
* Facilitating children’s conflict resolution,
* Ensuring educators are consistent with these strategies.

Strategies such as “Time Out”, “rewards” or “Star Chart” are not used at Ngala ELDS as they do not support a child with developing their self-regulation skills. If you would like to talk with us regarding the strategies we use, our Team Leaders or the management team can arrange a time to meet with you.

# Procedures for Continuity of Care

1. Casual relief staff utilised will be familiar with the philosophy used within Ngala ELDS, and are taken through an orientation process before commencing work with us.
2. Casual relief staff will be maintained throughout a staff member’s absence as much as is possible.

Any changes to your child’s routine (sleeps, bottles/meals, toileting) needs to be recorded by you on a change of routine form available in the room, to ensure educators are kept up to date of your child’s care requirements.

# Policies and Procedures

## Attendance

Please phone Ngala ELDS (or mark absent via KindyNow) if your child is unable to attend on any given day. If your child is unwell bring a medical certificate in for your child’s absence, please place this in the mail box out the front for processing.

Ngala implements iCheck-In, a digital sign in/out system for marking your child’s attendance. The iCheck-In system is available on a tablet in the reception area/hallway of the service. Please complete the appropriate actions including entering your contact number and your unique 4 digit pin to register your child’s attendance on arrival and departure from Ngala ELDS. This is a Commonwealth Government regulation and must be adhered to. iCheck–In assists with providing current information on the service attendance which is then used in an emergency situation. Children’s attendances are also audited by the Commonwealth Government, therefore it is imperative that you complete the correct actions to ensure that you identify any sick or holiday days absent to maintain you eligibility for CCS. If you have been absent from the service, iCheck-In will ask you to register any past attendances/absences before signing your child in for the present day.

Please advise the administrative staff two weeks in advance if you will be going on holidays and your child will not be coming to Ngala ELDS. Please note fees apply for all holidays and absences.

Each child must be left with an educator on arrival. Persons dropping off or collecting children from the Centre must be 18 years of age or over. If for any reason you collect your child and intend on returning on the same day, please complete a Temporary Absence from the Service Form located in the pamphlet holders in the foyer.

For the security and safety of your child, we are only able to release your child to persons authorised to collect on the Enrolment Form or, on an Authority to Collect Form. In such circumstances the person collecting must provide photographic identification, e.g.: driver’s license or passport, prior to collecting a child/ren. We request advance notification of changes to authorised person to collect. We are unable to take telephone requests; however we can email you a form for your completion and this must be emailed back to us immediately.

## Illness and Injury

Ngala ELDS uses the Federal Department of Human Services and Health Publication “Staying Healthy in Child Care” for reference, exclusion guidelines and notifiable diseases. Available at:

[**https://www.nhmrc.gov.au/\_files\_nhmrc/publications/attachments/ch55\_staying\_healthy\_5th\_edition\_150602.pdf**](https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf)

We request your cooperation with these guidelines to prevent unnecessary spread of illness.

It is in the best interests of your child to inform educators of an illness since last attending Ngala ELDS, this will allow the educators to provide better care and ensure the safety of your child.

Children and educators cannot attend Ngala ELDS with any of the following conditions:

* Ear or eye discharge
* Vomiting
* 2 loose bowels motions
* Rash
* Abnormal temperature (38°C and over)
* Infectious sores
* Communicable disease

**Children and educators may return to the service when cleared by their doctor.**

If your child becomes abnormally ill or is injured and requires medical treatment whilst at Ngala ELDS, every effort will be made to contact you. However, if you or the other contacts on the Enrolment Form are not available, Ngala ELDS may take your child to the closest hospital with a children’s department by ambulance to be treated by emergency staff. Where possible an educator will accompany your child in the ambulance to the hospital. Medical costs, such as ambulance transport, will be the responsibility of the family.

## Accidents

Every accident, major or minor will be reported to the Coordinator or Assistant Coordinator and an Accident Report Form completed, which needs to be subsequently signed by the parent or guardian. For minor accidents we will give you a courtesy call to let you know your child has hurt themselves but is OK prior to collecting your child at the end of day.

Any minor accidents will be treated with basic first aid.

For all major accidents, e.g. concussion, fits, broken bones of any kind, asthma attacks, lacerations, allergic reactions, any head injury etc., the following action is to be taken:

**Our procedure if an accident requires medical treatment:**

* Do not leave the child unattended. Request that another educator care for the child while you notify the person in charge. The person in charge would then make the necessary arrangements for contacting the parent/guardian’s, ambulance or other transport needed.
* Educator to reassure and make the child as comfortable as possible while waiting for pick up or transport. Remember that a child in shock may need to be kept warm. Wherever possible move the rest of the children away from the injured or sick child so they are as quiet as possible and to prevent any further injury to the child.
* Notify the parent/guardian by phone.

**In the case of an ambulance being called:**

* The ambulance officer must receive a photocopy of personal details of the injured child, i.e. the child’s Enrolment Form and illness report.
* Wherever possible a staff member will travel with the injured/sick child. However, we are legally required to maintain staff/child ratios at the service.

## Late Collection of Children

If you are unable to collect your child for unavoidable reasons please telephone Ngala ELDS. The educator will phone you and or your emergency contacts at:

* 6.10p.m at Kensington and Perth Airport
* 6.25p.m at Joondalup

If you or your emergency contacts are not available the educator will inform the Manager. If the manager is unable to contact parent/guardian or emergency contacts by:

* 6.30p.m. at Kensington and Perth Airport
* 6.45p.m. at Joondalup

The Manager will contact Crisis Care to care for your child/ren. A note will be left on the front door of the service to let you know who is caring for your child.

In circumstances beyond parental control, a late fee charge will not be executed. However in all other circumstances, a late fee of $2 per minute ($10 minimum) will be charged for late collection of children. If families are continually late, their child’s place at Ngala ELDS will be reviewed.

## Confidentiality

Our educators are not able to discuss other families or children who use the centre with you. If you hear any information from discussions with parent/guardians within the room we ask you keep it confidential.

Privacy Act 1988 (2.1 an organisation must not use or disclose personal information about an individual for a purpose other than the primary purpose of collection).

Privacy Amendment (Private Sector) Act 2000: National Privacy Principles are also adhered to. These are in relation to the (NPP1) Collection of information, (NPP2) Use and disclosure of information, (NPP3) Data quality (up to date information), (NPP4) Data security, (NPP5) Openness (management of personal information), (NPP6) Access and correction of information, (NPP7) Identifiers (Cth), (NPP8) Anonymity, Transborder data flows, and (NPP9) Sensitive information collection.

## Child Minding

Families are requested not to seek child-minding services from educators after hours. To do so conflicts with educator’s employment conditions, whilst they are working for Ngala ELDS.

Educators adhere to a professional code of conduct which prevents them from forming social relationships and friendships with families outside of the service, including contact via social media. We ask families to respect this code and only contact the educators through the service.

## Excursions

If you wish your child to join in special excursions, the WA regulatory unit requires that you provide us with written permission. Written details of outings will be provided by Ngala ELDS giving two weeks’ notice in writing before the event. Any outing will be conducted according to the Child Care Regulations with the required child – adult ratios. Alternative activities will be arranged for children not attending an outing.

## Emergency Procedures

All educators receive training in management of emergencies in the case of:

* Fire
* Bomb Threat
* Earthquake

We practice emergency drills, which are recorded in a logbook. The Centre’s fire management equipment includes appropriate fire extinguishers and fire blankets. Evacuation diagrams are displayed in all rooms, and the main foyer areas.

## Grievance Procedure

If a parent/guardian has a concern or grievance about Ngala ELDS policies or operations, the matter should initially be brought to the attention of the Coordinator as soon as possible. If an issue arises in the daily care of your child please approach the Team Leader and discuss your concern. The Coordinator will also be available to discuss your concerns with you and the Team Leader at an arranged time. If your concern continues, our Coordinator will discuss your concerns with the Manager. At this stage it is requested that all such concerns or grievances be submitted in writing to [complimentsandcomplaints@ngala.com.au](mailto:complimentsandcomplaints@ngala.com.au) as per the Family Grievance Procedure provided in the Policies and Procedures File (ELDS-7.7).

In the event a parent/guardian has a grievance against Ngala ELDS Policies or Procedures, this should then be brought to the attention of the Coordinator.

Families who are having difficulties with their care situation, may ask the Team Leader or the Coordinator for an appointment to discuss the issue in detail.

Ngala ELDS advocates working in partnership with families in all aspects of their child’s care. We promote open communication.

Procedure:

1. Parents/guardians may approach the staff in the room (preferably the Team Leader), and seek a meeting to discuss their concern. Issues are not to be discussed in front of the children or other families.
2. If parents/guardians feel the situation has not been resolved with the Team Leader please approach the Coordinator to discuss the issue.
3. If parents/guardians still feel the matter is not resolved, they may submit their concerns in writing.
4. The formal grievance procedure is also available for parents/guardians to pursue.

# Payment of Fees

Fees are paid to Ngala Children Services one week in advance.

Fees are to remain one week in advance at all times or your child’s place may be reviewed. Fees may be paid weekly, fortnightly, four weekly or monthly. All payments are made by the direct debit system of NumeroPro. A NumeroPro application form is provided at time of enrolment.

**Payment methods and fees:**

1. **Direct Debit via NumeroPro:**

* An amount will be set up to be deducted from your nominated bank account at a regular interval chosen by you.

1. **Credit Card payment via NumeroPro:**

* An amount will be set up to be deducted from your credit card at a regular interval chosen by you.

For further information regarding fee payment, please speak to the Coordinator or contact our Accounts Department.

|  |  |
| --- | --- |
| **PUBLIC HOLIDAYS** | Fees to be paid in full. |
| **SICKNESS** | Fees to be paid in full. |
| **FAMILY HOLIDAYS** | Fees to be paid in full for all holidays to maintain place in Ngala ELDS. |
| **GIVING NOTICE** | Two weeks (10 working days) notice, in writing, of a child leaving the service must be given or two weeks fees in lieu will be charged. |
| **FEES PAYABLE IN ADVANCE** | Fees are payable in advance, either weekly or fortnightly. Failure to maintain fee payments may result in the loss of your child’s place at Ngala ELDS. Please discuss any difficulties you may have with the Manager. |
| **ALLOWABLE ABSENCES** | Child Care Subsidy is paid on up to 42 allowable absence days for each child per financial year, (this includes public holidays) unless you provide Ngala ELDS with a medical certificate for your child's absence. |
| **CHRISTMAS CLOSURE PERIOD** | Families will **not** be charged fees for this period including public holidays. |

## Child Care Subsidy (CCS)

You may be eligible to receive Child Care Subsidy to assist with child care fees. CCS is determined by Centrelink who assess your level of subsidy by means-testing of family income and assessment of hours of activity of the parent that works the least. To see if you are eligible to receive subsidy please contact Centrelink.

If you are eligible and wish to apply CCS to your enrolment at Ngala please ensure you provide us with your correct Customer Reference Number (CRN) and Date of Birth (DoB) for your child and the enrolling parent. We use this information to formalise your child’s enrolment at our service and gain confirmation from Centrelink about your level of subsidy.

Once your assessment has been received by Ngala we can calculate your ‘gap’ fee, or out of pocket fee and set up your payment schedule. Please note in the event that your enrolment can not be formalised or you are waiting for Centrelink to process your claim, Ngala will charge full fees until such time as the enrolment is formalised.

If you think your CCS will run out prior to the end of the financial year, please contact our accounts department (9368 9304) so that you can discuss spreading the payments over the year.

Please advise us if there are any changes to your Child Care Subsidy, either a change in permitted hours or a change in the percentage granted. It is your responsibility to inform us of any changes to your entitlements so that we can update your payments.

More information about CCS is available at: <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

## Priority of Access

Priority of Access must be given to children in keeping with the guidelines of the Commonwealth Department of Education, Employment and Workplace Relations to maintain our eligibility for Child Care Benefit. The Priority of Access guidelines are available from the Commonwealth Government and available online. Information is available regarding Community based Child Care Services Standards at <https://www.education.gov.au/priority-filling-child-care-places>

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# Parent Resources

## Useful websites

Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/parent-resources/>

Kids Matter <https://www.kidsmatter.edu.au/>

KidSafe WA <http://www.kidsafewa.com.au/>

Learning Potential <https://www.learningpotential.gov.au/>

Ngala <https://www.ngala.com.au/>

Parenting Research Centre <https://www.parentingrc.org.au/>

Preventing Allergies <https://preventallergies.org.au/>

Raising Children <https://raisingchildren.net.au/>

Starting Blocks <https://www.startingblocks.gov.au/about/>

Zero to Three <https://www.zerotothree.org/>



# Family Acknowledgement

I have read and understood the information contained in the Family Information Handbook.

I have been made aware that other policies exist should I wish to view them.

I am willing to adhere to the principles under which the Ngala Early Learning and Development Service operates and have been advised of the Priority of Access Guidelines as follows:

*The Commonwealth Government regards children at risk of abuse or neglect as a priority group for access to quality childcare. Families in crisis should also have support and assistance from childcare services to the maximum extent possible.*

*The Commonwealth Government resources childcare through Child Care Subsidy with a major purpose of meeting the childcare needs of families with recognised work or work-related commitments.*

*Where demand for care exceeds supply, it is important for services to allocate available places to those families with the greatest need for child care support.*

*In the case of employer-sponsored childcare where the service is also available in the community, employers may give priority to their own employees before considering other applicants.*

I am aware that the basis of my child’s acceptance is open to review if my circumstances change.

**Signed Date**

**Child/ren’s name/s**

**Ngala Staff Witnessed Date**

