



Welcome to the Hervey Bay neighbourhood Centre Limited Hours Early Learning Centre

This is a Non-profit Early learning childcare centre that continues to Care for and Educate children in a healthy and safe learning environment. The centre is managed by the Management Committee of the Hervey Bay

Neighbourhood Centre.

The Hervey Bay Neighbourhood centre: Limited Hours Early learning Centre is licensed by the **Office for Early Childhood Education and Care** under the *Childcare Act 2002* and complies with this Act and *Childcare regulation 2003*. This centre provides care for 20 hours or less per week for up to 19 children between the ages of birth to 5 years but not school age.

What is occasional care?

Occasional care is centre-based child care that supports families by providing flexible care for children. Families can access occasional care regularly on a session basis, or irregularly. Occasional care allows the flexibility to leave children for short periods of time in an early childhood learning environment to socialise and interact with other children.

CENTRE PHILOSOPHY

To provide an inclusive environment within our childcare setting is to have an understanding of the diverse society we live in and the community. In accordance with the principals of social justice, all children and their families regardless of gender, race, ethnicity, sexuality, ability, class, age and lifestyle are valued and are entitled to the same opportunities for participation, acceptance and belonging in our early learning environment.

Your child will be part of a unique centre where the children are multi aged with diverse abilities, culture and languages. There is no segregation of ages, abilities or capabilities and this enables all children to learn from each other and teach each other. They learn tolerance, patience, sharing and turn taking, empathy and sympathy. Being a small centre we must learn to work with each other, get to know each other but at the same time consider feelings and communicate our needs and wants through verbal and non-verbal language. This helps with language development, listening, social and emotional skills, tolerance and understanding.

Activities are designed around the developing abilities of the children. Whilst challenging, the outcomes are achievable and all children are encouraged to participate, or have a go. There is no grading or school reports but observations are used to determine the on-going abilities and capabilities of the individual children. Work samples are kept during the year to see how the child is progressing, needs challenging, needs extra help.

Portfolio book –

With the kindergarten age group, it can be difficult to collect work samples if children are at the pre writing stage. While, much of the work in kindergarten is hands on and concrete and this type of work can be difficult to put in a portfolio, it helps to have activity sheets that show the outcome (observations) of the activity. These are retained during the year and are handed out at the end or when a child leaves the centre.

Work samples - art work and other worksheet type activities that reflect learning in the classroom. These should cover all learning areas if possible.

Photos - of things children have made or activities they are involved in with a written description to accompany it. Photos provide an instant picture of what was happening or happening, it enables the parent to be involved in their child's life. Children are able to take photos and print them out and take home on the day.

Oral recounts - when something special happens with the children, they do a verbal recall of it and write their words for them. You can do this with any activity and it helps the child to describe what they experienced and learned.

Child's Selected Work - children to choose paintings or pieces of their own work they wish to put into the portfolio and ask them to describe why they chose it, add children's words or descriptions.

This handbook is designed to give you an overview of the Centre.

Your Child will be enrolling in Hervey Bay Neighbourhood Centre: Limited Hours Early Learning centre Multi Aged Classroom. On arrival you will be introduced to staff and volunteers.

Your Group Leader is Anne Dickey (8:30 – 3:00pm) who also the Contact Director and Assistant is Kim Williams (8:30- 3:00pm).

Monday morning the volunteer helping is Dianne Buchanan (8:30 – 12:15)and Katrina Williamson (12:15 – 3:00pm)

Thursday staff is Anne Dickey (8:30 – 3:00pm) and Kim Williams (8:30 – 3:00pm)

Thursday volunteer is Jillian Ussher (8:30 – 3:00pm) and Katrina Williamson (10:00 – 3:00pm)

Friday staff is Anne Dickey (8:30 – 3:00pm) and Kim Williams (8:30- 3:00pm)

Volunteer Jillian Ussher (8:30 – 3:00pm) and Katrina Williamson (10:00 – 3:00pm)

We hope it will assist you and your child to settle into the Centre at this important time. Please take time to read the Centre Policies at the back of the handbook. Please do not hesitate to ask questions in regards to anything. Have a look around, meet staff and see how a multi age facility looks like and works. We expect questions.

AIMS & OBJECTIVES

The Limited Hours Childcare service is to provide occasional care to small groups of children under school age. The service is located at the Hervey Bay Neighbourhood Centre, 57 Taylor Street, Pialba, Queensland.

The primary objectives are complementary to the State Government guidelines and are:-

- To provide opportunities for parents that work, stay home, study and for young children to access to quality childcare on an on-going or occasional basis.
With this broad objective the centre priorities are towards:-
- Promoting the social, emotional, intellectual and physical development of children in a healthy and safe environment through teacher directed activities, stories, music, literacy, numeracy, free play and group activities.
- To provide an environment that supports the cultural diversity of the children in the community, through teacher directed activities, stories, literacy, numeracy, music and movement, art, free play, cooking and physical activities.
- To provide a learning environment that encourages and supports the learning diversity of children through teacher directed activities, stories, music, art, multi- media, music and movement, literacy, numeracy, individual and group activities, free play.
- Complementing the parental care children receive and supporting families in the provision of this care.
- Encouraging parent participation with an open door policy, encouraging parents to participate in the program through special events, providing special talent (music, cooking, language, and art) or volunteering during the time their child is present.
- Focusing on children under school age.

HOURS OF OPERATION

The Limited Hours Child Care Centre operates three (3) sessions each week.

Monday 8.30am – 3.00pm

Thursday 8.30am – 3.00pm

Friday 8.30 3.00pm

We are closed on Public holidays and four weeks annual leave during December / January.

CHILD CARE FEES are set at \$3.50 per hour from 1/1/10

There is no session time, daily rate or concessions – you pay as you go and for the times used, (e.g. care for 2hours = \$7.00). We are a registered childcare and a CCB rate off the hourly fee does not apply. If you work, study, look for work, volunteer there is a rebate that is paid directly to the primary caregiver. The booklet is available from Medicare or Centrelink and is filled in by the primary caregiver and the rebate is paid into that account.

THERE IS NO REDUCTION TO FEES PAID TO THE CENTRE(e.g. care 2hours = \$7.00 paid)

The Centre also retains the right to provide childcare at a reduced rate where it is deemed appropriate.

The fees are payable daily, unless agreed by the Director that a weekly payment can be made, in which case the fees are made payable by the Friday of that week. Direct Debit is another option, see Director. EFTPOS IS NOT AVAILABLE.

STAFFING

Contact Director: Anne Dickey (2004 - current) qualifications: Cert 111 Children's Services, Diploma Children's Services, University degree BEC (Early Childhood).

Current Assistant: Kim Williams (2005 - current) - Qualifications: Certificate 111 Children's Services

Staffs hold current first aid and CPR certificates

Volunteers

Dianne Buchanan – volunteer since 2005

Jill Ussher volunteer since 2006– enrolled Certificate 111 Children's Services

Katrina Williamson volunteer and Mature age student – enrolled and studying, certificate for Community Services.

All staff and volunteers hold current Blue cards

Group size

The Centre is licensed to cater for nineteen (19) children, ranging from birth to 5 years.

We have four positions only available for children under the age of 2 at any one time of the day.

Staff ratio:

0 – 2year: 4

2 – 3year: 7

3 - 5year: 8

We are a multi age facility and all children are together for all activities. No child is left unattended at any time and every effort is made to ensure individual naps for children times are met. There is a minimum of 1 volunteer attending at all times during the day.

OUR GOALS

<p>To provide a safe, happy, comfortable and stimulating environment for all the children.</p>	<p>It is our policy to recognise the need for partnership between the family and staff that reflects and identifies the concerns and priorities of the family. Also to support relationships between children, parents, siblings and the extended family.</p>
<p>To provide a program that reflects the developmental needs of children's language, cognitive, social, emotional, gross motor, fine motor and self-help domains. To provide activities that reflect on the children's learning, encouraging new experiences through age, stage and development appropriate activities.</p>	<p>To promote good health in the children and their families. To offer information to parents through newsletters and information sheets that encourage healthy eating, active play and to enhance self-help skills which contribute to self-confidence, self-esteem and the ability to interact with others in a social environment.</p>
<p>To encourage and promote all children to interact positively with each other. Acceptance of culture, religion and language will be encouraged and promoted.</p>	<p>To promote and encourage a healthy environment through nutritional, health and wellbeing information for children and their families. To promote sun awareness by providing sufficient shade and sunscreen for outdoor play. We will work together with other agencies to provide care for children with special needs. The centre will be sensitive concerning issues which reflect the families' cultural values or background.</p>

PRIORITY OF ACCESS POLICY

All children are welcome but there is special consideration for families who may need emergency care on any day. We will make every effort to make time available for these families. We are non-discriminative and welcoming of all families.

The Australian Government has Priority Access Guidelines for allocating places in these circumstances. http://www.facsia.gov.au/childcare/handbook2006-07/p1_6_3.html. They set out the following three levels of priority, which child care services must follow when filling vacant places:

- Priority 1—a child at risk of serious abuse or neglect
- Priority 2—a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3—any other child.

Within these main categories priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families on low incomes
- children in families from culturally and linguistically diverse backgrounds
- children in socially isolated families
- Children of single parents.

SIGNING IN AND OUT / COLLECTION OF CHILDREN

On arrival you are asked to bring your child to a staff member. You are required to enter your child's arrival details for each child you are leaving. When you collect your child we require you to sign the child out and fill in the time the child was picked up.

These are also essential for the purpose of maintaining accurate attendance records in the case of fire or emergency.

We require correctly authorised written directives, if an adult other than the parents is to deliver or collect your child, unless previously authorised on your child's enrolment form. The nominated person if they are not on the enrolment form have a signed letter from the parent, some form of identification (driver's license with address details) and the staff would have been notified of the change prior to pick up. Children will not be released if there is indication of adults being under the influence of drugs or alcohol, alternate pick up will be contacted.

Remember to collect bags, food containers and artwork.

SIGNING IN AND OUT IS REQUIRED BY THE DEPARTMENT OF COMMUNITIES

Childcare regulations s44

HAZARDS

Any items which have the potential to cause harm, illness or injury are hazards that may include cleaning products, garden chemicals, medications, pest control agents, broken or damaged toys, equipment or surfaces, electrical equipment, sharp objects, soiled materials, spiders and vermin and poisonous plants.

All cleaning products are kept in a locked cupboard away from children and are not used around children playing, eating or engaged in any activity.

Sharp objects are kept in a locked cupboard away from children.

Soiled materials are bagged and tagged and kept in sealed container away from

children. Electrical equipment is locked away from children and power points not used are inserted with power point protectors.

There are no garden chemicals stored at ELC.

Pest control is done yearly during holiday break (December/ January)

Spiders and vermin checks are help regularly, play equipment is checked daily and children are to tell staff immediately if they see something – they are not allowed to touch or move, be around area or play on something until the all clear from staff or specialist person.

HARMFUL PLANTS

There are not any plants that are poisonous or otherwise pose an unacceptable risk, accessible to children in care.

Staffs are familiar with poisonous and harmful plants contained within the Queensland Health publication "Plants and Fungi poisonous to people in Queensland".

Poisonous plants are checked for regularly and new plants are checked for safety before being planted. Harmful plant booklet is kept at sign in desk at all times and the web page is accessible WWW.health.qld.gov.au.

LATE PARENTS

It would be appreciated if you could be punctual in collecting children by 3pm, as it can be upsetting for the children when they are the last to leave and are anxious to see their parents.

We are justified in asking for a late fee if your child is consistently left for longer than the booked time.

CUSTODY AND ACCESS

The Director must be shown a copy of any court orders relating to your child. Please remember to notify the Centre of any changes. The Director will require a copy of any court orders. Seen enrolment form for details.

CHANGE OF ADDRESS

Please inform us of any changes of address and phone numbers, whether these are Home, work, emergency contacts, mobile phone or people authorised to pick up your child.

DAILY ROUTINE

8:30 – 9:50am	Outside Play
9:50 – 10:00AM	Wash Hands
10:05 – 10:30AM	Morning Tea / Stories
10:30 – 11:20AM	Inside Activities / Free Choice Activities
11:20 – 11:30AM	Pack Away
11:30 – 12:00NOON	Music Time – Songs, Musical Instruments, Finger Plays, Movement
12:00 – 12:30PM	Outside Play
12:30 – 1:00PM	Lunch Stories, Music Preparation for Nap
1:30 - 3:00PM	Outside Play Free Choice, Craft, Painting, Blocks, Reading

PROGRAMMING

We at ELC focus on the relationship that young children develop with adults and other children, which is crucial to early learning and development.

Positive relationships formed through warm, sensitive, and responsive care help children feel valued and gain more from their learning experiences. Children need positive relationships so that they feel comfortable and learn how to cooperate with others. Relationships between teachers and families are also important, and help build environments that nurture children's growth and development.

There are many ways that quality early childhood programs build relationships with children and among adults. Before entering a child into a centre or school, visit and watch how teachers interact with the children, and look for evidence that teachers are fostering positive relationships, such as:

- Classrooms are welcoming to all children, and children are encouraged to join the group.
- Teachers communicate with children in a warm manner, including laughing and showing affection, and respond to their needs. Teachers use a gentle tone of voice with children, and bend down to speak with them at eye level.
- Infants get individual attention from teachers, who communicate with smiles and other nonverbal behavior, and also talk with them, so that infants start to recognize and understand words.
- Teachers provide a balance of group activities and one-on-one activities, to encourage children to develop both group and individual relationships.
- Children have opportunities to play and interact with other children, this helps them build friendships and develop social skills, such as working together and taking turns.
- Teachers and families develop relationships and share information about the children, including family background such as religion and home language.

Quality early childhood programs foster positive relationships - among the children, between children and adults, and among teachers and families - to help children get a great start on learning. Information from

the NAEYC Early Childhood Program Standard on relationships, indicate what to look for in a quality early childhood program.

So how do we program?

When we say the program is based on children's interests it is just that. As each child attends they have individual interests and needs. You may hear a sentence 'we have observed your child doing.....' this is where a program may start or it may be that the child has taken an interest in for instance; Dinosaurs, fairies, pirates, etc and the program will start there. The program will involve all the areas of development plus activities that the children enjoy. It is up to us to develop the program so that it is interesting and fun. After all fun is play and play is learning.

At Limited Hours Early Learning Centre the program is always available to parents and caregivers to look at to see what areas of development we are covering. The program will cover all areas of development, such as language, cognitive skills, gross and fine skills and social skills and self-help skills. We also prepare the children for when they move on to other places such as kindergartens, preschools or school and in some instances moving to another areas as they become independent and self-assured and confident in their surroundings.

The program also allows us to see where each child is developing and at what level, this means that we can program for each child. A two year will not be as developed in their language, social, gross and fine motor skills as a four year old but the program can cover this aspect, it just takes into account the development realms of the age and each child is able to try each task depending on their individual stage.

Programming is started by observing the child and seeing where the child's developmental level is. From there activities will be developed so that we can see the direction that needs to be taken so that the child will continue to learn and understand. Programming may cover areas of colour shape, size, language, fine motor – scissor, letter recognition, coordination, and gross motor. The program is for every child and there may individual attention so that the children can learn new skills or fine tune what they already know. Children are encouraged to try new things and always at their own pace. Small steps of encouragement lead to great steps in self-confidence and ability.

ACTIVITIES

The program is planned around activities that include all areas of child development, cognitive, physical- gross and fine motor skills, language and communication as well as children's social and emotional development. Activities are also designed for the individual needs and groups of children so they are able to interact positively with peers and caregivers.

THE IMPORTANCE OF MUSIC

Involvement in music -movement activities allows children to release energy, and develops motor skills

- Engagement in music activities helps language and cognitive skills in children;
- A variety of music activities promotes opportunities for student socialisation;
- Music activities provides opportunities for children to express themselves;
- Music contributes to socio-dramatic play;
- Music listening activities focuses on children's listening skills.

For young children, music is part of daily life. Most young children enjoy music and they respond positively and instinctively to it. They like to dance and bob around to CDs and tapes; make sounds with instruments and toys; laugh and giggle at finger plays and joins in with songs they know well. There are many ways in which adults can share music with young children and incorporate music experiences into their daily program. Music fits in naturally into early learning routines, be part of play, and form the basis of sociable experiences for groups of children.

Music as part of the routines

There are many ways in which music can become part of the tasks associated with caring for young children: lullabies to settle a baby at sleep time, gentle songs to soothe a distressed toddler and ritualised songs used for greeting, goodbye and pack-away times. Musical activities can be easily incorporated into early learning routines. Songs and rhymes need not add extra

time to these regular tasks but they can significantly enhance the quality of the interactions. Procedures like nappy changing, hand washing and preparing for snacks and meals can all be enhanced by the addition of music. Playful interactions between adult and child can be important in developing the relationship between carer and child.

Music also offers endless possibilities to assist young children's learning in a wide range of curriculum areas.

For similar reasons, songs can be used to reinforce fundamental learning like basic literacy (alphabet songs) and numeracy (counting songs), rhyming contributes to early reading skills, finger plays help them develop fine motor skills needed for writing, changing the words to old favourites can keep the children interested, even using the children's names gives the songs a personal touch and can be important to a child when they feel they can't contribute. Music can be included in many of the routines that occur every day as well as being incorporated into transitions.

Music as a social aspect of learning

Music offers young children a means of expression and an outlet for their creativity. This self-expression is especially important for younger children who may not yet have acquired the language skills that enable them to express their feelings, thoughts and needs in words. Making music part of the daily program has a positive impact on the environment as well as the children. A rich aural environment can also help nurture children's musical development in the same way that a language-rich environment stimulates literacy and language learning. As music is highly enjoyable for young children it can enhance the quality of the program and learning across the curriculum through interactions between children and adults. Making music together can truly make everyone's day. For children to be involved music needs to be fun and accessible, musical instruments enhance the experience by adding a new dimension to the words, counting the beats allows the children to develop rhythm.

VOLUNTEERS AND STUDENTS

Volunteers can enrich the experiences we are able to offer children in our care. Students and volunteers are supervised at all times. During the year we may have students from University of Southern Queensland or TAFE attending and SITE students from Urangan High School who are completing Certificate 111, Children's Studies, work experience or SITE Week.

We support the training of students within Early Childhood and will encourage their participation in our Centre.

Students may make observations and ask to take photos of the children at play for their assignments. The students will have a consent form to be filled out. It will be the parent's decision to have the children participate or not. If you have any concerns please ask.

Please let us know if you do not wish your child observed or have photos taken.

See permission in of enrolment form.

SAFETY

Smoking is prohibited within the building or children's play area and surrounding areas. Alcohol is prohibited on the premises during the times that children are being cared for.

IMMUNISATION

Please make sure child's immunisation is current. The National Health and Medical Research Council advice parents of children who are not immunised are to be excluded during outbreaks of some infectious diseases (such as measles and whooping cough).

REST TIME

All children require a rest period to recharge their batteries. We will not attempt to keep your child awake, nor will we force them to sleep. Parents are encouraged to liaise with staff about rest periods for their children as Children's sleep and rest

needs change with age and environment on a day to day basis. Providing the child with individual sleep items include bedding, snugly, dummy, bottle helps them to feel safe and comfortable. If items are forgotten on the day inform staff and every effort will be made to provide a substitute.

On enrolment please notify us of your child's rest or sleep patterns. There is a stretcher bed for each child and four cots for babies. Each child will be offered a bed.

WHAT TO BRING

A bag containing:

A lunch box with morning tea and lunch - parents are required to provide all food and drink requirements for their children while the child is attending the Centre.

- A drink bottle - water will always be available and offered regularly to the children a
- A fruit juice or milk for morning tea and lunch
- HAT - see sun safety,
- Nappies - sufficient for the needs of your child - disposable nappies please
- Three complete changes of clothes, old clothes please.
- A bag containing a sheet or light blanket and if necessary, your child's favourite 'cuddly'.

All these items should be very clearly marked with your child's name.

All possible care is taken with your child's possessions by the staff but unmarked clothing, hats and lunch equipment is very hard to place.

Please place all food and drinks and in the refrigerator, labelled is preferred

Please dress your child for indoors and outdoors comfort, remembering

That some activities can end in your child getting messy clothes.

ARTICLES OF CHILDREN'S CLOTHING that is WET, SOILED or DIRTY

Policy of attending to soiled, wet or dirty clothing of children attending the Hervey Bay Neighbourhood Centre: Limited Hours, Early Learning Centre.

Any wet, dirty, soiled items of children's clothing will be retained in plastic bags labelled with the child's name in the container labelled 'soiled, wet, and dirty', and can be collected when the child is picked up. You will be notified of the reason the child has changed. This container is located on the second shelf in the children's bathroom.

While every effort will be made to retain all articles of children's clothing, the Early Learning Centre does not have the facilities to retain heavily soiled articles of underwear and we seek the permission of parents to dispose of such items that they cause distress to others. If you find this offensive, you may prefer to send the children in items that are 'kindy clothes' and inform staff of how you are toilet training so that we can continue along the same way. When beginning toilet training, we ask you to send the child in nappies and we will alternate between nappies and underwear during the day. This allows the child to feel comfortable and in control while toilet training.

SUNSAFETY AND OUTDOOR PLAY

As part of our program children will participate in outdoor play. Sunscreen and hats are required for your child's safety in summer and winter. Please apply a children's sunscreen before coming here in the morning, as the children go outside early. If you have not remembered sunscreen, an emergency supply is available.

LHELC is a Sun Smart Centre. We do not have a 'no hat no play' policy but children are encouraged to wear hats and all play is organised around the shade and undercover area. Sun Smart policy is located in the policy section.

NON-DISCRIMINATION, MULTICULTURAL & INCLUSION POLICY

At this Centre we recognise that Australia is a multicultural society, composed of people from a wide variety of Ethnic backgrounds. We recognise that each family unit may have different values and beliefs.

Because of this we aim to foster acceptance of the individual and family differences through our interactions with families and within the educational program.

We will endeavour to cater for children with special needs at our Centre. Programming needs, specialist care will be discussed on initial contact, and a process of evaluating our ability to provide child will be undertaken.

BIRTHDAYS AND SPECIAL EVENTS

The celebration of festivals and birthdays varies from culture to culture. If you bring a cake to share for your child's birthday we will cater to that. If however, you wish your child to be excluded from these events, please inform us.

If you have any special occasion for your child, please notify us.

At the end of the year there is a Christmas party where everyone, including family members, siblings and friends is encouraged to attend, it is held at a venue that is determined by parents. It is here that the children's portfolio book is handed to each child as a reminder of the child's time with us. This includes artwork, photos and observations.

Other events happen spontaneously and there is sufficient notification for attendance – these events may include Fire Brigade visit, Old MacDonald's Farm, book fair, etc.

USE OF DIGITAL CAMERA

There is a digital camera that is used for observations, special occasions (birthdays), and special events and at the child's request. All parents are offered to sign the consent form so their children can enjoy the moment. Please state if you disagree and all efforts will be made to ensure the child is not photographed. If a photo event other than what is stated a special consent form will be used.

The use of **camera phones will not be accessed within the Childcare centre at any time.** See enrolment form for permission slip.

JUNK

We appreciate donations of all sorts. Please save any goods you think we may be able to use either from your workplace or home. Dress up clothing, shoes, handbags, beads, hats and scarves. We also accept all kinds of material, wool scraps, and ice-cream containers, Margarine containers, cardboard boxes, computer paper or magazines. If you are unsure about donating an item ask, but due to health regulations no **Toilet Rolls**.

We also accept art and craft resources, indoor and outdoor toys. While we appreciate anything donated on occasion we may pass some extra items on to other needy areas.

SETTLING IN

The settling in process can be very traumatic for both parent and child. The child may be confused by new surroundings, new routines and the profusion of children.

It is also difficult to accept new caregivers after the previous close contact with loving parents.

However, children are very adaptable, and although it may take a little while for your child to settle in, it is rare to find a child who doesn't settle in. Sitting beside your child for a few minutes at any activity or staying to watch a new skill in the outdoors, or just stopping to chat with the staff are well worth the few minutes of time in helping your child settle into the Centre.

Parents though can take a little longer, by establishing a good relationship with the Centre staff, you will find your own anxieties will lessen. Discuss your worries, everyday things your child does or does not like his behaviour and sleeping pattern after a day at the Centre.

Always say goodbye to your child before you go.

CONCERNS OR COMPLAINTS

Parents are encouraged to voice their concern.

The Director is available to discuss matters concerning the day-to-day operation of the Centre or any other concern parents may have. Parents can also address their concerns in writing to the Licensing Committee:

MANAGEMENT COMMITTEE/ PRINCIPAL COORDINATOR
HERVEYBAY NEIGHBOURHOOD CENTRE
57 TAYLOR STREET (PO BOX 1226) PIALBA 4655,
PH: 41243544

If however a parent feels unable or unwilling to discuss the problem with the Director, Principal Coordinator or Committee, you can also contact:

OFFICE for EARLY CHILDHOOD EDUCATION and CARE
Maryborough Regional Office PO Box 142
Maryborough Queensland 4650
PH: 1800 637711

POLICY FOR ALTERNATIVE PICKING UP OF CHILDREN FROM LHCC

Your children's safety is paramount to this Centre and there are steps in place so that the children, parents and staff are protected.

Introduce the staff to members of the family or friends; invite them in to see the centre, other children interacting with your child. This includes fathers, uncles, aunts, and grandparents.

Enrolment details: keep details current and up to date, it doesn't matter how many changes happen or how often. Phone numbers, mobile phone numbers, contacts, custody details are all important to the safety of the children and carers.

Emergency contacts are placed on the enrolment form so that if there comes a time the primary caregivers are unable to pick up or deliver your child there is someone that is trusted and known by all parties.

What do you do when there are no emergency contacts available (this is not uncommon when we are new to town)? Get to know other parents at the centre, use contacts at playgroups, schools, library, and partner's workplace.

As soon as you feel this is a person that you could use please introduce them to the staff, we need to know whom you trust and become familiar with them. After all, we need to trust them as well.

To pick up a child that is not the enrolment form or unfamiliar to the Director the primary caregiver will need to write a note stating that this person is allowed to pick up the child on this particular day and sign it. Also try and let the Director know before the pickup so that she is aware of what is happening.

Information required:

I Jane Smith of address and phone number allow Mary Quitecontrary and phone number to pick up Ben Smith from Limited Hours Childcare on 1st April 2006, and then **sign the note**.

On picking up the child they will be asked for identification of a drivers license and this will be noted on the letter or sign in sheet. This must be produced to the Director.

We as staff and caregiver need to feel confident when we are handing over someone else's child to a person unknown to them but known to the family.

Please help us help you and keep the children safe in a safe environment.

Anne Dickey
Director