



Welcome | Our Handbook explains information you will need to be responsive of whilst your child attends our Service.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates.

We have an open-door policy. You and your family are welcome to visit our Service at any time.

Service Philosophy

Our Mission...

The Mobile Service provides the highest quality education and care for all children accessing the service and embraces the importance of connectedness with our families and communities surrounding the Cowra district.

We are proudly a community based, not for profit organisation who pride ourselves on our connectedness to the families and the wider rural and remote communities visited. Our involvement in these communities has countless positive outcomes for all involved.

The educators of the CECS - Mobile believe that;

- Building positive relationships with children is the most important work we do. Children who feel safe, valued, supported, loved and protected will learn. (Educators reflect on the United Nations Convention on the Rights of the Child). This strong foundation builds collaborative relationships with families and communities.
- Each child should be respected as being truly valued as a unique individual, belonging regardless of cultural identity, gender, religion or ability and will have its physical and emotional needs met.
- We acknowledge and value our own Indigenous heritage and that of the wider community – locally, nationally and internationally.
- Creating opportunities for children to develop a positive and confident self-image during the early childhood years is essential for how they achieve and succeed for the rest of their lives. This includes encouraging healthy risk taking and consequences.
- Educators plan intentionally, following the children's interests and observed developmental needs; in turn positive learning outcomes will be achieved for each unique child; encouraging them to reach their potential through inquiry, exploration, hypothesising and discovery via spontaneous, play based and facilitated pedagogical practices.
- Safe risk taking is an essential life skill. We embed in our daily practices independence, problem solving, optimism and social connections to support and nurture the development of resilience in children.

Research proves that the early years are the most important for a child's development and by embracing this research the Mobile Service aims to provide stimulating, challenging and innovative learning environments to support and encourage enthusiastic investigation, creativity, social participation, resilience and safe risk-taking practices daily. We understand the value of a balance between child-led, child-initiated and educator-supported learning and offer a wide variety of learning environments. These include but are not limited too; creative expression, sensory exploration, cognitive experiences, mathematics, science based inquiry and investigation into technology; physical challenges to promote gross motor skills, social interactions and overall wellbeing as well as opportunities to enjoy and embrace quiet reflection through language , literature, music and relaxation.

Our curriculum is based around the key learning areas reflected in the Early Years Learning Framework (EYLF) Belonging, Being and Becoming.

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Our highly qualified educators continuously reflect upon their professional practice in direct relation to the Early Years Learning Framework practices and principles as well as in regard to the ECA Code of Ethics. We believe that this process of reflective thinking, self-evaluation and ongoing professional improvement ensures the highest quality programs and teaching strategies are being implemented for each child and family, each day.

In order for our educators to provide this high quality service we ask that parents, family members and the community come on this journey with us; offering us feedback and collaborative thought, information on the communities culture and heritage as well as guidance to ensure we are all working collectively for the best outcomes for the child, now and in the future. These respectful partnerships with families and the community are based on cooperation, mutual respect, understanding and trust. Parents and community members are made to feel a sense of belonging to the service, are always welcomed and their opinions valued.



Service Information

Mobile PRESCHOOL caters for children 2 – 6 years. Our preschool is funded by the State Government.

MONDAY
MANDURAMA

TUESDAY
MANDURAMA

WEDNESDAY
GOOLOONGONG

THURSDAY
GOOLOONGONG

FRIDAY

MONDAY
HOLMWOOD

TUESDAY
HOLMWOOD

Mobile LDC caters for children aged 6 weeks – 6 years. Our preschool is funded by both the Commonwealth and State Governments.

WEEK 1 - MONDAY
MORONGLA

TUESDAY
OFFICE

WEDNESDAY
KOORAWATHA

THURSDAY
MANDURAMA

FRIDAY
GOOLOONGONG

WEEK 2 - MONDAY
MORONGLA

TUESDAY
CARGO

WEDNESDAY
GREENETHORPE

THURSDAY
MANDURAMA

FRIDAY
GOOLOONGONG

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Cowra Early Childhood Services Co-operative Ltd
Director/Nominated Supervisor | Penny Smith
Educational Leader | Melissa Thompson

Fees

PRESCHOOL –

\$17.00/day (4+ year old equity child – Health care card holder &/or Aboriginal/Torres Strait Islander identified)

\$17.00/day (3-year-old equity child – Health care card holder &/or Aboriginal/Torres Strait Islander identified)

\$27.50/day (4+ years non-equity)

\$28.50/day (3 years & under non-equity)

LDC –

Our full fee is: \$48.50/day, before Child Care Subsidy (CCS) has been applied.

Families are required to complete the online Child Care Subsidy assessment via myGov website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the person linked with the child, along with the child's CRN so we can confirm and register attendance and ensure that you are receiving the appropriate subsidy.

Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined Family Income
- Activity Test for both parents
- Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of childcare your family uses.

Allowable Absences

You can be paid for any absence from approved care your child attends for up to **42 days per child per financial year**. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the Service on that weekday, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting '[View Child Care Details and Payments](#)' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#).

Regulatory Authorities

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

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

New South Wales

NSW Early Childhood Education and Care Directorate

Department of Education and Communities www.det.nsw.edu.au

1800 619 113, ececd@det.nsw.edu.au, Locked Bag 5107 PARRAMATTA NSW 2124

Service Closing Time and Late Fees

Please be aware the Service closes at 3:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 3:00pm. A late fee is incurred for children collected after 3.00pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Service Policies and Procedures

You will find a copy of our Service policies and procedures in each room and office. We expect our educators/staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay the administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify the Director/Nominated Supervisor of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child.

Goals for your child at our Service

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school.

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking

Portfolios

Every child will have a personal, confidential digital/hard copy portfolio comprised of:

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.

The portfolio will be used in parent/Educator meetings throughout the year and is always available for you to review at your convenience.

Parent Participation

The Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

You can be involved in the Service's Management Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, SMS, Newsletters and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available with all services and the office. You are welcome to take a copy home and review at your leisure.

FAMILY SKILLS, INTERESTS AND TALENTS

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

YOUR OCCUPATION OR HOBBY

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interests children and these talks are the best educational resource you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

YOUR HOME CULTURE

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

READING (ESPECIALLY GOOD FOR GRANDPARENTS)

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

RECYCLABLE ITEMS

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

SPECIAL EVENTS

Our Service organises special events throughout the year. Keep an eye out, as we would love to have you participate with us.

SUGGESTIONS

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

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

Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Newsletter
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Formal meetings

Court Orders

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

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival and signed out on departure. The times must be noted.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

Preparing your child for pre-school

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

Ideally, your child will be settled at an experience before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what experiences are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

What to bring to the Service?

BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

MORNING TEA AND LUNCH *(may not apply to long day care centres)*

Morning tea can be sent in either a medium-sized snap-lock bag (which can be reused) or if you prefer a small container, clearly labelled with their name. Also include one drink bottle - again with their name on it. We always provide water and cups, but a drink bottle is a great start to school readiness. Any pre-cut fruit or dairy products must be placed into the fridge in your child's room.

Children are asked to bring their lunch in a plastic lunch box with a lid that they can open. All lunches must be placed into the fridge on arrival. We ask you to put your child's name on both bottom (at each end) and the lid. We also ask that you think about your child's ability to unwrap their lunch and open such things as muesli bars. Educators can provide tips to make this easier for your child.

We try to encourage a healthy lunch at the Service so only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. We prefer that sweet biscuits, cakes, chips lollies, roll ups, are not sent as part of your child's lunch! Here is more information on the nutrition requirements.

What food to pack your child for a busy day at our Service

It is expected that we see your child consume 50% of the RDI at the Service.

RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1

CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

Breastfeeding

This Service supports breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored.

Lunch box example

For lunchbox examples, please see the get up and grow brochure in your enrolment pack.

Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits or cakes.

Clothing

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the experiences and to develop independence. Shoes also need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

Spare clothes

Every now and then accidents occur, and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag... just in case!

Physical Play

Physical play includes experiences that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical experiences on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes. Families are encouraged to discuss cake options with educators prior to the celebration.

Family Photo

This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to display them within our environments.

Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

Sun hat

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

When should I not send my child to the Service?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service, the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication, so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Service as to whether you will need a certificate before your child returns.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

Immunisation

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in early childhood. The Public Health Act 2010 prevents NSW early childhood education and care services from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

For an up to date immunisation schedule, please refer to your enrolment pack.

Medication

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless a doctor provides the Service with written authorisation.

Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure, educators will follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 6-12 months.

Accidents

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed by an educator, the Nominated Supervisor and the parent.

Emergency Drills

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

Children's Safety

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

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

Never leave a door or gate open.

Never leave your children unattended inside.

Children are not permitted into the kitchen unsupervised.

Workplace Health and Safety

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

Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend bi-monthly Educator meetings.

Our Educators are continually evaluating how our curriculum meets the educational needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

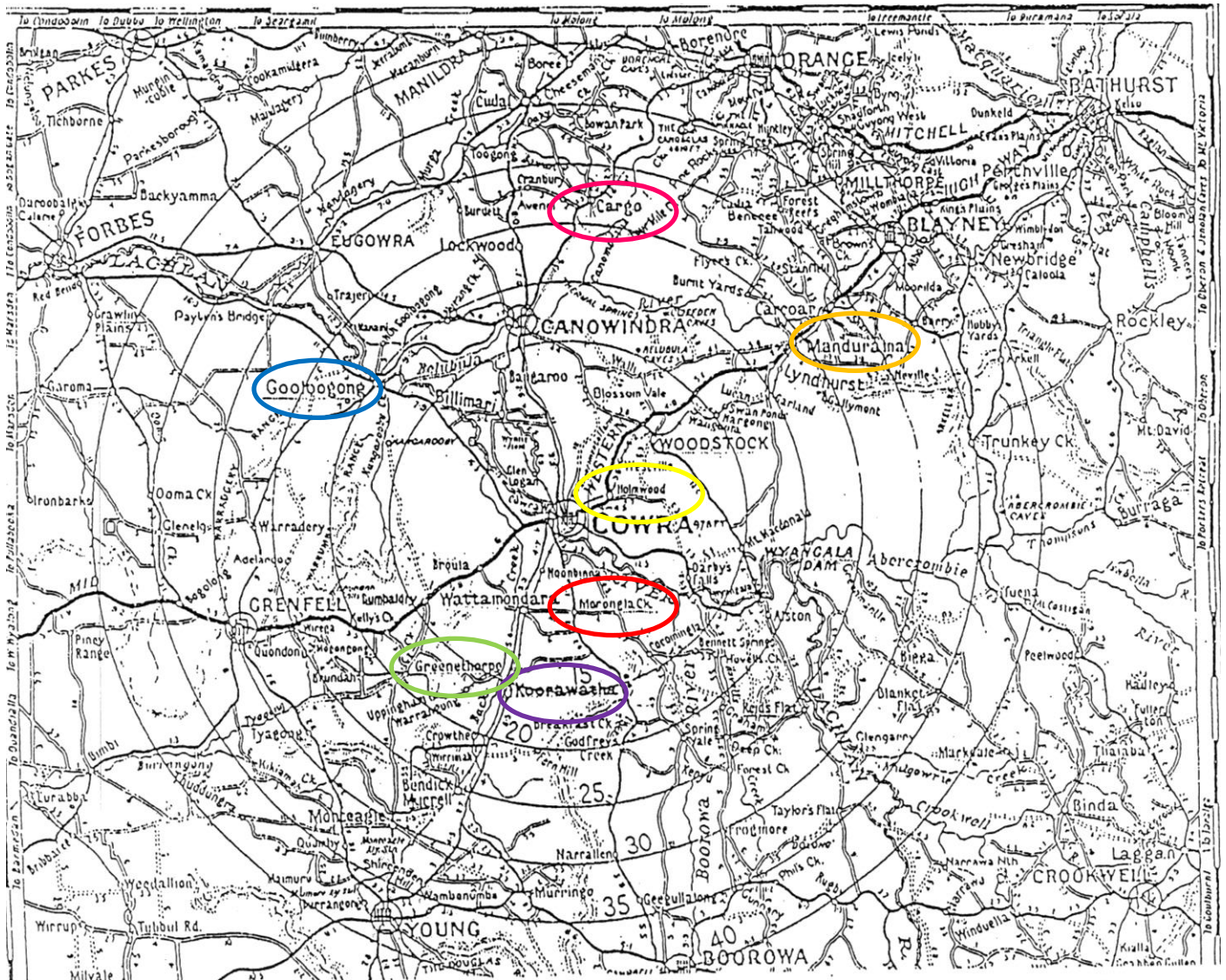
Child Protection

The NSW Government believes that one of the primary concerns of any community should be the safety, welfare and well-being of its children and young people. Children and young people should be able to grow in an environment which enables them to develop physically, intellectually and socially in condition of freedom and dignity.

Child protection is a responsibility of the whole community and one specifically shared by this Mobile Children Service.

Community Services Helpline
General Public
132 111

Map of area covered by Service



Cowra Early Childhood Services -

Carinya – Long Day Care & Occasional Care

- Early childhood care & education for children 6 weeks to 5 years of age.
- Qualified & experienced early childhood educators.
- Proud reputation for nurturing and caring for babies.
- Community based, not-for-profit organisation.
- Child-focused educational programmes.
- Natural play spaces and newly revamped outdoor environment.

Occasional Care is care that supports families by providing flexible care arrangements for children aged 2½ years to 5 years. Care can be arranged for 1 hour up to 10 hours per day.

Contact - 20 Comerford St. COWRA
P | 6342 2338

Family Day Care

Cowra Family Day Care is a quality home-based education and care service that offers a warm, safe, secure and stimulating home environment catering for young babies through to pre-teens.

We offer:

- flexibility
- stability
- educator consistency
- reassurance
- family values
- our services cater for families:
- during standard hours
- before/after school
- during school holidays
- in some circumstances, overnight and weekends

Contact - 20 Comerford St. COWRA
P | 6342 3255

OOSH – After School Care & Vacation Care

- CCS eligible
- For school aged children in Kindy-Year 6
- Children are transported from school on the Cowra Bus Service
- Afternoon tea provided
- Homework and recreational time encouraged
- Qualified and experienced early childhood educators
- Not-for-profit
- Supporting working families
- Fun, educational and creative programs for children of all ages and stages
- Open throughout the year during school terms and school holidays

Contact - 20 Comerford St. COWRA
P | 6342 2338