



INFORMATION HANDBOOK

Quality Area 6: Collaborative Partnership with Families

Welcome | Gawaymbanha



Our Handbook explains information you need to be informed about, whilst your child is enrolled with 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.

We all play on and take care of Wiradjuri Country

Nhiyanhi gingu wagam-birra-dya-bu,
Wirimbirra Wiradjuri Ngurambang-ga



Service Philosophy

RELATIONSHIPS

Relationships are at the heart of Mobile.

For children to achieve the best outcomes in our setting, we believe that strong, respectful relationships and a sense of belonging must first be created. Our educators advocate the importance of nurturing and responsive relationships in our Service, and that these relationships provide children with a sense of safety and security, while at the same time giving them confidence to act autonomously and pursue their own interests.

Relationships between children are equally as important and by providing children with opportunities to engage in social interactions with peers, children have a powerful forum to navigate and understand the perspectives of others, while enhancing their social and emotional development.

We value the deep connections formed with the children and families of the service and work tirelessly to keep these connections strong.

RESPECT

By showing a deep respect for the children and families we work with, we believe sets the foundations for trusting & meaningful relationships.

We ensure children's voices are heard and a sense of agency is promoted through everyday interactions, flexible routines & ensuring opportunities for child directed learning.

Our Educators respect that children are capable decision makers & this is evident through our responsiveness to children's requests, opinions & choices throughout the day.

Children's developing autonomy is respected & valued as educators strive to encourage & support each child as a capable & confident learner.

Children are provided with opportunities to collaborate with one another, respectfully acknowledging similarities & differences and being provided with tools to advocate for their own, & others human rights.

Through intentional teaching we educate children to become environmentally responsible and culturally competent members of our community, fostering a deep respect for Wiradjuri People and their land on which we play, learn and grow.

PARTNERSHIPS

By creating a warm, welcoming and trusting environment, we aspire to work closely in partnerships with families, health professionals and communities to ensure the best outcomes for every child's learning & development.

We value and respect that children's families are their first & foremost teachers and value each other's contributions to and roles in each child's life. We acknowledge that information provided to us from families has great meaning, as we strive to build and maintain strong reciprocal relationships with each unique family.

We appreciate and continuously seek out family and community contributions into our curriculum, encouraging collaboration and shared decision making to provide meaningful and responsive learning experiences within our curriculum.

LEARNING

We believe that each child's learning journey is unique. By offering children opportunities to engage in rich, meaningful, flexible, play based learning experiences to explore their potential, we aim to foster a lifelong love of learning. Our curriculum is guided by the approved learning framework (EYLF), its principles, practices & outcomes, as well as early childhood theorists. These guide our understanding of the importance of intentional teaching and scaffolding through everyday planned and spontaneous learning opportunities. Our educators ensure they hold high expectations for each child's learning & development.

Educators ongoing learning is highly valued and participation in training, research, critical reflection and professional conversation with other professionals, is continuously supported and encouraged. Early childhood theories assist to guide our educators practice & pedagogies.

PLAY

We value play as the way in which children learn best. Play is the driver for children to become critical thinkers, problem solvers, explorers, innovators, confident & involved learners & safe risk takers as they make sense of the world around them. We embrace the natural environment as a valuable space for children to play & learn in.

Innovation in the design of our learning environments is something we pride ourselves on. We believe children have the right to freely explore & immerse themselves in beautiful, inspired, multi layered & open-ended learning environments, where authentic resources are aplenty.

Loose parts are seen as tools for play & discovery, as schemas are explored & dispositions for learning are practiced. Play is the child simply being, as they are provided with opportunities to engage in long periods of uninterrupted play, enabling them to develop, refine & master, emerging skills. We stand with Maria Montessori's voice and firmly believe that play is the work of the child.

DIVERSITY

Mobile strives to provide an inclusive environment where a deep sense of belonging is felt by all children, families, educators and the wider community through valuing and respecting all cultures, religious beliefs, personal preferences, traditions, family compositions and abilities. We advocate for social justice and equity and work hard to uphold the rights of all children.

We are proud of our local heritage, investigating and paying respect to Wiradjuri culture, celebrating this with the children and families via our curriculum and programs.

Our Educators recognise and respond to barriers that affect children achieving educational success. Practices are challenged that contribute to inequities and curriculum decisions are made so as to ensure inclusion and participation of all children so they have opportunities to achieve all learning outcomes.

Our curriculum is based around the key learning areas reflected in the Early Years Learning Framework (EYLF) Belonging, Being and Becoming V2.0.

- 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 community's 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
COWRA

THURSDAY
COWRA

FRIDAY
OFFICE

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.

MONDAY
MORONGLA

TUESDAY
CARGO

WEDNESDAY
KOORAWATHA &
GREENETHORPE
(alternate weeks)

THURSDAY
MANDURAMA
GOOLOOGONG

FRIDAY
OFFICE

GOOLOOGONG

P | 6341 1156

E | mobile@cecs.com.au

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

Fees (January 2025)

PRESCHOOL –

Current fee structure – FREE (Start Strong Funding)

Children attending more than 15hours/week

Mandurama (6hours/day)

\$20.00 (3 | 4 year old equity child – {HCC holder &/or Aboriginal/Torres Strait Islander})

\$31.00 (3 | 4 years non-equity)

\$32.00 (Under 3 years)

Holmwood (6.5hours/day)

\$21.50 (3 | 4 year old equity child – {HCC holder &/or Aboriginal/Torres Strait Islander})

\$33.50 (3 | 4 years non-equity)

\$34.50 (Under 3 years)

Cowra (7.5hours/day)

\$25.00 (3 | 4 year old equity child – {HCC holder &/or Aboriginal/Torres Strait Islander})

\$38.50 (3 | 4 years non-equity)

\$40.00 (Under 3 years)

LDC –

Daily fee - \$56.50/day

\$61.50 (Gooloogong)

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 V2.0 (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 that our LDC Services closes at 3:00pm (please note: closing time at Gooloogong LDC is 3:15pm). Our Preschool Service at Holmwood and Mandurama also close at 3pm and Cowra Preschool closes at 4pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after our licenced closing time at each venue – as listed above.

A late fee is incurred for children collected after the specified closing time.

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 family's 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. You can look at the information in your child's file at any time or request a copy of information in the file. If you would like to read through our Confidentiality Policy at any time please do not hesitate to ask.

Service Policies and Procedures

You will find a copy of our Service policies and procedures at each venue in digital form and print form in our 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 Education and Care Services National Law and Regulations.

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 legislative requirements. Your feedback helps us to improve our Service and may assist us to make amendments and updates to 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 of \$50 per child (only one enrolment fee per child is paid if using multiple CECS services).

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
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact / authorised adults to collect information details etc.
- Health and medical needs

It is important that you provide us with copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to your child. Any health/medical management plans for your child created by your local doctor must be provided.

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 V2.0)

We will create a range of learning goals for your child that we will observe and program for, which will be based on the outcomes in the Early Years Learning Framework V2.0 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 V2.0 as per our programming policy. 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 V2.0

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 agency.

Children develop knowledgeable and confident self-identities and a positive sense of self-worth.

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 connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.

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, emotional and mental wellbeing.

Children become strong in their physical learning and wellbeing.

Children are aware of and develop strategies to support their own mental and physical health and personal safety.

Outcome 4: Children are confident and involved learners

Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, 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 digital technologies and media to access information, investigate ideas and represent their thinking.

Developmental Records

Every child will have a personal, confidential digital/hard copy developmental record comprised of many of the following:

- Child's Profile
- Partnerships JotForm
- Information and photos shared by families
- Developmental goals as communicated by families and Educators
- Photos
- Work Samples
- Collaborative learning opportunities
- Observations/Analysis of Learning/Plans/Implementation/Evaluations
- Objectives for further development

Family Involvement

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.

Parents and family members 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, text messages, Newsletters and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service, including our developmental program, goals you have for your child, observations/analysis/planning/implementation and evaluation as well as our term by term curriculum.

If, for any reason you question or are unhappy with any aspect of the Service or you or your child's experience with the Service, we have a Complaints (Grievance) Policy that supports all stakeholders in our community. Our complaints (grievance) policy 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 request a copy of any policies to review at your leisure.

FAMILY SKILLS, INTERESTS & 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

Family is the most important influence in a child's world. We welcome all parents and families to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything families do interest 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 CULTURE & TRADITIONS

Sharing family culture is deeply valued and always welcome in our Service. We greatly appreciate families sharing aspects of culture, traditions and family life. This assists us to enrich the lives of all our families, our educators and children.

RECYCLED, REPURPOSED & UPCYCLED ITEMS

We are always on the lookout for donations of recyclable, repurposed and upcycled items. Empty food containers, ribbons, wrapping paper, household items, paper towel cardboard rolls, paper or anything interesting from your home or 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. Please flag any special celebrations or events significant to your family so we too can celebrate and acknowledge these at our Service.

SUGGESTIONS

Parents are welcome to visit, text 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 complaints (grievance) policy and procedure if you would like to formally raise any concerns.

Communication

Each family has a different communication style as well as various amounts of 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. With this in mind, we have many types of communication we use with our families, which include:

- ✓ Phone calls
- ✓ Texts
- ✓ Emails
- ✓ Facebook private group
- ✓ 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 as an authorised person to collect, unless prior arrangements are made with the Nominated Supervisor/Responsible person and this is documented in writing.

Preparing your child for truck 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 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, texts, 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 learning 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/BAG

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 that it is clearly labelled.

MORNING TEA & LUNCH

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

Children are asked to bring their lunch in a 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 please aim to provide sandwiches/wraps with nutritious fillings or left overs that your child enjoys.

Vegetable sticks and dip, fruit, yoghurt and cheese and crackers are good additions to your child's lunch box.

Here is more information on the nutrition requirements.

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

Lunch box ideas

For lunchbox ideas, please see the Munch & Move brochure below.

Please consider what you pack in your child's lunchbox to ensure they are getting adequate nutrition to meet their growth and developmental needs.



Swap snacks that are high in fat, sugar, salt and low in fibre for quick and easy healthy snacks!

| HEALTHY SNACK IDEAS: ✓ | ✗ SNACKS BEST LEFT OUT OF THE LUNCHBOX: |
|---|--|
| <ul style="list-style-type: none"> ✓ Pikelets ✓ Fruit bread ✓ Plain rice cakes ✓ Air-popped popcorn ✓ Wholegrain crackers ✓ Reduced fat yoghurt ✓ Reduced fat cheese ✓ Vegetable sticks eg celery, carrot, capsicum ✓ Cherry tomatoes ✓ Corn cob ✓ Cucumber ✓ Fruit (whole or sliced) eg grapes, orange segments, kiwi fruit, mango slices, pear, apple, banana | <ul style="list-style-type: none"> ✗ Muffins and cakes ✗ Sweet biscuits ✗ Savoury biscuits ✗ Muesli bars ✗ Sweet rice bars ✗ Fruit straps ✗ Chocolate ✗ Lollies ✗ Potato chips ✗ Corn chips ✗ Processed cheese & biscuits ✗ Soft drink ✗ Flavoured milk ✗ Fruit drinks |
|  | |
|   | |

Breastfeeding

Our Service supports and encourages breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be informed of our policies on safely storing and serving breast milk. Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to find out more on how we need the formula prepared and stored to ensure food safety standards are met.

Clothing

It is helpful to your child if they are dressed in non-restrictive and easy to wash clothes so that they feel free to join in all the messy play 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 independently. 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 challenging for children who need to go to the toilet. It is a sun safe requirement that all t-shirts have sleeves and cover the torso fully. Hats that are broad brimmed are essential for effective sun safety. Our service carries spare hats in the instance that a hat is accidentally left at home or has been misplaced.

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 (appropriate to the weather) every day which can stay in your child's bag... just in case! Our Service also has spare clothes should your child need a fresh set of clothes during the day.

Physically Active Play

Physically active play includes experiences that use physical gross and fine motor movements to allow children to use energy, enhance their concentration, motivation, learning and holistic 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
- Engage in and practice safe risk taking

Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a safe, relaxed and pleasant time for all children. Our Service follows Red Nose Safe Sleep Guidelines. We provide beds for children to lay on for rest and portable cots for babies, ensuring the rooms lighting is dimmed and play soft music in the background. If your child has a sleep during the day we ask that you pack a top and bottom

sheet (cot size) as well as a blanket in winter (beds only). Your child may wish to bring a security item to have at rest time – please discuss this further with educators to ensure safety. Please feel free to discuss your child's rest or sleep needs with Educators. Red Nose Safe Sleep information is available at the service.

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.

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 educational manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in recycling, reducing energy use, care for our vegetable gardens and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible and respectful.

Birthdays

It is very exciting for a child to be having a birthday. If a family would like to share a cake for their child's birthday it is recommended that cupcakes be provided and as these are given to the children in single portions. This assists us to minimise the spread of cross contamination. 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 play and learning 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.

Sun hat

A sun protective broad brimmed 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. Our service carries spare hats in the instance that a hat is accidentally left at home or has been misplaced.

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 green runny nose
- High temperature
- Child displaying signs of pain or discomfort
- Diarrhoea
- Red, swollen eyes with/without discharge
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic or off their food

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 authorised nominee 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 list of emergency contacts/authorised nominees until successfully making contact.

When the child is collected, the family will have the following information (documented via the Service's incident, illness, injury and trauma form), and 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 Paracetamol (Panadol) or Ibuprofen (Nurofen) within 24 hours for a temperature or if needing this medication for pain relief. 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, the medication to take effect and the risk of spreading any possible infection to decrease.

Infectious Diseases

The National Health and Medical Research Council ([Staying healthy: Preventing infectious diseases in early childhood education and care services - 6th Edition](#)) 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 so as to avoid an epidemic. (Confidentiality is always maintained).

| CONDITION | EXCLUSION |
|--|---|
| CHICKENPOX (Varicella) | Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children. |
| CONJUNCTIVITIS | Exclude until discharge from the eyes has stopped Not excluded if a doctor has diagnosed non-infectious conjunctivitis. |
| GIARDIA INFECTION | Exclude until there has not been any diarrhoea or vomiting for at least 24 hours. |
| HAND, FOOT AND MOUTH DISEASE | Until all blisters have dried. |
| HIB | Exclude until the person has received antibiotic treatment for at least 4 days. |
| HEPATITIS A & HEPITITIS E | Exclude until at least 7 days after jaundice starts, or if there is no jaundice, until at least 2 weeks after onset of other symptoms. Talk to your public health unit for advice. |
| 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. Exclude until sores are dry. |
| IMPETIGO – SCHOOL SORES | Exclude until antibiotic treatment has started Cover any sores on exposed skin with a watertight dressing. |
| INFLUENZA, COVID 19 & FLU-LIKE ILLNESSES | Exclude until well. Exclude when they have several respiratory symptoms at the same time or new symptoms have developed while at the service, the respiratory symptoms are severe, the respiratory symptoms are getting worse (more frequent or severe), they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding). |
| MEASLES | Exclude for at least 4 days after onset of rash. |
| MENINGITIS (VIRAL) | Exclude until well. |
| MENINGOCOCCAL INFECTION | Exclude until the person has completed antibiotic treatment. |
| MUMPS | Exclude for 9 days or until swelling goes down (whichever is sooner). |
| NOROVIRUS INFECTION | Exclude until there has not been any diarrhoea or vomiting for at least 48 hours. |
| PNEUMOCOCCAL DISEASE | Exclude until person has received antibiotic treatment for at least 24 hours and feels well. |
| POLIOMYELITIS | Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery. |
| ROTAVIRUS INFECTION | Exclude until there has not been any diarrhoea or vomiting for at least 24 hours. |
| RUBELLA (GERMAN MEASLES) | Exclude until the person has fully recovered or for at least 4 days after the rash appears. |
| SALMONELLA INFECTION | Exclude until there has not been any diarrhoea or vomiting for at least 24 hours. |
| STAPH INFECTION | Exclude until the person has received antibiotic treatment for at least 24 hours and feels well. |
| STREPTOCOCCAL THROAT | Exclude until the person has received antibiotic treatment for at least 24 hours and feels well. |
| TUBERCULOSIS | Talk to your local public health unit for advice about exclusion. |
| TYPOID & PARATYPHOID FEVER | Exclude until cleared by the local public health unit. |
| WHOOPING COUGH | Exclude until at least 5 days after starting appropriate antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics. |

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

Returning to the service

Following all the steps to break the chain of infection at all times should minimise the chance of disease spreading, as long as sick people stay at home until they are better. The exclusion periods listed above are the minimum exclusion periods. Children may need to stay home for longer to be well enough to return to the education and care service. For some diseases, additional public health recommendations and exclusion periods may apply. Contact your local public health unit as indicated and follow their advice.

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).

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 label with the child's name clearly printed on the label.

On arrival at the Service families must give medication to Educators for safe storage and fully 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 declare if their child has been diagnosed with any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor.

The Service requires an Asthma or Anaphylaxis/Allergy Action Plan filled in by your Doctor to assist in managing your child's medical and health needs. The Action Plan is to be updated every 6-12 months or as the condition changes/medication needs change or new strategies are in place to manage the condition.

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 incidents, injuries, illnesses and trauma. This will contain details of the incident /injury/illness/trauma, any first aid that was administered, and be signed by an educator, the Nominated Supervisor and the parent.

Emergency Rehearsals

Throughout the year (at least once every 3 months) the Service will hold emergency evacuation and lockdown procedure as per Legislative requirements, which will occur at any given time throughout the day. These are carried out in a well-organised, calm and orderly manner. Educators will be trained in using the fire equipment available at the Service. An emergency evacuation plan and procedure will be displayed at every venue. Families will be notified of the timing of such rehearsals, so they can discuss these rehearsals with their child. Educators intentionally teach children about emergency and lockdown procedures and support them as required throughout these safety procedures.

Children's Safety

- Never leave children unattended in cars while collecting children from the Service.
- Always hold children's hands when arriving and leaving the Service.
- Never leave the Service door or gate open.
- Never leave your children unattended inside the Service.
- Children are not permitted into the kitchen or storerooms 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 or speak with the Responsible Person on site 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 including asthma and anaphylaxis specific training, have Working with Children Checks completed and attend 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. Educators are encouraged to attend further professional training and development as a part of their ongoing learning and reflective practice.

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. All Educators are **MANDATORY REPORTERS**. Mandatory reporters are required by law to **report suspected child abuse and neglect to government authorities**.

Community Services Helpline
General Public
132 111

CHILD SAFE STANDARDS

On 1 February 2022, the NSW Child Safe Scheme commenced. As a result, our Service is implementing the Child Safe Standards. These Standards are a key recommendation from the Royal Commission into Institutional Responses to Child Sexual Abuse. We are committed to implementing the Standards and to making our organisation safer for children. Please speak with educators if you would like to know more about how we are implementing the Child Safe Standards at our Service.

Map of area covered by Service



Feedback, Complaint Handling & Comments:

Penelope Smith
 Mobile Director
 0402 540 876
mobile@cecs.com.au
 20 Comerford St.
 COWRA NSW 2794

General Manager/Management Committee
 Libby Ewing-Jarvie
 0414 987 258
admin@cecs.com.au
 20 Comerford St.
 COWRA NSW 2794

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