

Service Name : **Charlestown East Preschool**

## Parent Handbook 2022

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Opening times 8 am am to 4 pm

Welcome to our Service.

The Parent Handbook outlines important information you will need to be aware of while you are a part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet which you must sign and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

Our Policies

All our policies are available in the policy folder **located in the bookshelf under the sign in sheets.**

Please feel free to look and provide feedback on our policies at any time.

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Frances: Teacher

Judy, Kate & Nick: Diploma of Childrens Service

#### Important Contact Numbers for Families

49 433974

## Introduction

Welcome to **Charlestown East Preschool** . Finding a new education and care Service for your child can be a daunting task. Our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical, aesthetic skills to become competent and confident individuals, and for you as a parent/guardian to feel safe knowing that your child is receiving the best possible care.

We believe the best way to work with you and your child is by building a **partnership of education and care**. To do this we want you to feel:

Welcomed, recognised, acknowledged and respected by all our Educators.

That your child is really known by, and really knows, the people who care for him or her.

You are given lots of information about what is occurring and are asked for your views.

You are involved in making decisions about your child's experiences.

You and your child are received and greeted upon arrival.

Your child is happy, secure and engaged.

Your child is not just looked after but really educated and cared for.

### Contact Persons

Nominated Supervisor: Frances Chomyn

Educational Leader :Nick Chomyn

## 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 –

### Australian Capital Territory

Children's Policy and Regulation Unit, Community Services

Nominated Directorate

[www.dhcs.act.gov.au](http://www.dhcs.act.gov.au)

02 6207 1114, [ocyfsChildrensServices@act.gov.au](mailto:ocyfsChildrensServices@act.gov.au), GPO Box

158 CANBERRA CITY ACT 2601

### New South Wales

NSW Early Childhood Education and Care Directorate

Department of Education and Communities

[www.det.nsw.edu.au](http://www.det.nsw.edu.au)

1800 619 113, [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au), Locked Bag 5107

PARRAMATTA NSW 2124

### Education, Curriculum and Learning

We will be following the Early Years Learning Framework (or other Approved Framework) as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Nick Chomyn.

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we are able to provide developmental and educational curricula for each group of children.

We will use the relationships children have with their families and communities to build the curriculum, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

Early Years Learning Framework Learning (EYLF)  
Learning Outcomes:

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

If your child's Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

### Philosophy

At Charlestown East Prerschool we believe each child is a unique individual in their own right and that their special abilities, interests and cultural backgrounds should be the basis of our curriculum. We will work with families to provide high quality education and care within a warm, secure environment which promotes diversity and inclusion.

## Parent Handbook

We believe that relationships each child has with their families and communities are the foundation for learning, and we will use those relationships to develop our curriculum and extend each child's learning.

We believe each child's health, security and wellbeing underpins all learning experiences. We will promote exercise, good nutrition, sleep and rest periods. We will ensure each child feels love, security and a sense of belonging. Our outdoor and indoor areas engage every child in experiences which promote play and learning through stimulation of the senses in built and natural environments.

At Charlestown East Preschool we will endeavour to build upon the child's self image, independence, belief in oneself and confidence in their well-being by fostering in each child a positive approach to their identity, with a sense of responsibility, self-discipline and self-esteem.

We will scaffold the education of development of each child as an individual who can grow his/her separate identity and qualities, yet still work and contribute constructively within a large group.

We will engage in ongoing reflection about our practices and procedures to drive continuous improvement and to ensure each child can maximise his or her learning opportunities, and as educators we value opportunities for professional development.

### Grievances, Complaints and Feedback

If for any reason you are not happy with our level of education and care or our environment we want to know immediately. You can discuss this with Educators or write a formal letter. When any matter is raised the Service will be following our Grievance Procedure. All Service policies/procedures are available to parents. Positive feedback is most welcome too.

### Child Care Subsidy (CCS)

Child Care Subsidy is available to all families who are Australian Residents if their child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. The percentage of subsidy a family receives is based on their estimated combined annual income.

Please see our Fees Policy for further detail about CCS.

All families wishing to access Child Care Subsidy need to complete an online Child Care Subsidy assessment through their myGov account. If eligible, the Subsidy will be paid directly to the service on families' behalf and we will reduce the fees owed. This can occur after our service enters families' enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

For further details please speak to our Nominated Supervisor or contact Centrelink on 136 150.

### Opening Hours

The Service is opened for **8** hours per day, **48 weeks** per year and caters for children 3-6 years.

### The Daily Routine

We provide an environment where the children feel comfortable and secure at all times, and all our rooms have daily routines that reflect this. Our routines are designed to maximise each child's opportunities to learn and develop.

Throughout the day the children will experience a number of different activities which are part of the educational and developmental curriculum operated by all of our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

The main room will display their routine which parents may read, and educators will be happy to answer any questions. There are summer and winter routines which are adapted to the weather conditions.

## Services Offered

Pre-school kindergarten with a daily writing and craft Program  
The Service has one large main room and lunch room which promotes a spacious, warm and inviting environment for all our children at the Service.

## Children

### Those First Weeks

The introduction into Preschool can be difficult for children and parents. Children's welfare and happiness are the priority for educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families' needs will vary greatly in the orientation process and individual needs will be addressed.

The following outlines some helpful hints for parents on settling their child into care:-

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite comforter to support your child when they are separating from you or settling in may be necessary. This can help your child feel more secure.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Your child will be reassured when they see positive interactions between Educators and parents or Educators and other children, and this will help them to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the Educators and other children.

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Talk about the things the child will be able to do at child care that are fun and enjoyable.

- Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.
- When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes only confuses them, especially if they are upset. Reassure your child that everything is alright and you will return later. This can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and then passing them an Educator, or sitting down with them to read a book or for a short play before leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

## What to Bring

- A change of clothing that is weather appropriate (younger children- especially those toilet training- will need pull-ups)
- A hat – a full brimmed wide hat.

## Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday, (due to food allergies). Please check with your child's educator prior to the birthday that what you plan to bring in is suitable for all children, including those who may have allergies or special dietary requirements.

## Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints etc will come out in the wash, accidents do happen so please don't send your child in expensive or designer clothing. Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

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The Service only has a limited supply of spare clothing. Please supply at least one change of clothing and underwear in case of accidents.

Please label your child's clothing and replace name tags if they fade in the wash. Ensure clothing is suitable for the weather.

### Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats, as these have the potential to become caught on equipment and may cause serious harm to your child.

### Belongings

Please ensure all belongings are clearly labelled. Parent co-operation in labelling assists the Service in keeping your child's belongings together.

It is appreciated if personal possessions are not brought to the Service e.g. guns, super hero toys

We welcome and encourage family input and can be placed in the 'Mail Box'.

### Lockers

Each child is allocated a locker. Please place bags etc in your a locker in the locker room

### Guidance and Discipline

Educators follow a Behaviour Guidance Policy (in Relationships with Children Policy) which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self.

The policy aims are:-

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.

- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.
- To encourage the individual social development of each child.

If you require further information on this policy please ask Educators and refer to the policy book.

### Rest and Sleep

Rest time routine varies according to individual need Please feel free to discuss your child's rest needs with Educators.

### Parents

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel

You are given lots of information about what is happening and you are asked for your views

### Communication Communication Communication

#### What is the best way to communicate with you?

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. We have many types of communication we use for families in the Service just like you.

#### Confidentially and Discretion

Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a **private discussion with our Educators**, please inform us. This can happen face to face or by phone.

### What type of communication do you prefer?

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face to face

You can tell us your preferred way of communicating on page 13.

### Ways we communicate news/events at the Service:

- Verbally at arrival and departure times.
- Regular newsletters which will be sent home via the children's individual pockets once a month.
- A message section on the day book, where brief notes can be left between Educators and parents.
- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Arranged parent meetings are held where parents can raise any issues or topics, give feedback and contribute to decision making.
- A fees/communication box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback. These can be anonymous if desired.
- Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Each family will be provided information by verbal or email messages ***It is the parent's responsibility to read these notices and ensure they are aware of current issues and events in the Service.***
- Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).

### Communication and Educators

What can you expect from Educators?

Educators will :

- inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- share with children's families some of the specific interactions they had with the children during the day.
- provide information on children's eating and sleeping patterns through verbal communication **and through the room sign in sheet.**
- keep an appropriate record of joint decisions made with families affecting children's progress, interests and experiences. (These may include new events like toilet training.)

**Please feel free at any time in person, by phone or email to discuss your child's progress, relationship, interest and experiences.**

### Hours of Operation

Service hours are from 8am to 4pm, Monday to Friday, only close over the NSW school holidays .

### Priority of Access

Please refer to our Enrolment Policy for more information about the Department of Education, Employment and Workplace Relations' (DEEWR) requirements for Priority of Access.

### 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 due to the Service Covid -19 measures Staff shall be signed in on arrival, and signed out on departure. 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.

### Commencement Fees

On enrolment we will require a \$100 material levy fee.

### Service Fees

\$94.00 per day part time attendance

It is our policy that all accounts are to be at a nil balance each week ie there should be no fees outstanding.

Accounts in arrears will be subject to care being cancelled.

### Accounts

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (13 6150) if this occurs. Payments can be made via cash, cheque, direct deposit.

### Late Fees

If your child is collected from the Service after 6.00pm, you will be charged a late fee which is \$15.00 for the first 10 minutes or part thereof and \$1.50 per minute after 6.10pm. This will be added onto your account.

### Attendance and Absence

Once a child is enrolled at the Service, payment of fees must continue during the child's absence for illness, **public holidays**, annual holidays etc. When a child is absent for any reason we must be notified. The Service is open during the year the only period during which we are closed is Public Holidays and NSW school Christma holidays . Dates will be advised.

### Allowable Absences

Refer to the Department of Education, Employment and Workplace Relations for information about allowable absences.

### Waiting List

Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be effective immediately if enrolments for that day are not full. If they are full the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority to working parents as per the Priority of Access Guidelines.

### Notice of Withdrawal

Refer to the Department of Education, Employment and Workplace Relations (DEEWR) for information about withdrawals from care. 2 full weeks notice

### Health & Safety

The Service provides a healthy and safe environment for children, Educators and families– please refer to our policies covering nutrition, hygiene, medication Covid-19 and infectious diseases,. Children with contagious illnesses must be kept at home. A doctor's certificate or a negative Covid certificate must be presented to the service when the children returns showing the infection is no longer contagious.

### Food Allergies

We are an allergy aware Service.

Please inform the Nominated Supervisor if your child has any allergy or anaphylaxis.

### Illness

NO CHILD will be admitted with obvious signs of any contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. Children who are not immunised will not be allowed to attend the Service.

### Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.

Medication must be in date, in it's original container with the original label, have the child's name on the label, and have

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any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. **Please DO NOT leave medication in your child's bag.**

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

### Medical Conditions including asthma and anaphylaxis

The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan.

Parents are responsible for updating their child's Medical Management Plan or providing a new Plan when necessary.

### Sun Protection

Our Service's policy shall e-mail all families the Service Sun protection policy. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people's ears.

Children are required wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun.

### Accidents and Illness

The nominated supervisor will contact parents immediately if a child is involved in a serious accident or illness 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 an educator, the Nominated Supervisor and by 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 in the Service. A emergency escape plan will be displayed in every room.

### Using the Service Safely

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 in a room.

Children are not permitted into the kitchen and laundry areas.

### Workplace Health and Safety Feedback

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.

### Educators: qualifications and ratios

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 monthly Educators' meetings. Our Educators are continually evaluating how our curriculum meets the education 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.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

**Conclusion: We do our best that your child will have a happy, safe and secure relationship with our Service and our Educators and that the time he or she is in our care will be positive and fulfilling.**

## Important Contacts and Information for Families

The Service provides families with current information on child and family resources and services accessible in the local community.

Our Service has a parent library with resources you may find helpful.

ACECQA is the new national body ensuring early childhood education and care across Australia is high quality

Address: Level 15, 255 Elizabeth Street, Sydney, NSW, 2000

Postal Address: PO Box A292, Sydney, NSW 2000

Email: [enquiries@acecqa.gov.au](mailto:enquiries@acecqa.gov.au)

Phone: 1300 422 327

Family Assistance Office

Phone: 13 6150

Australian Childhood Immunisation Register

Phone: 1800 653 809

## Informative Websites For Parents

We have a list of useful websites for parents. Please ask educators for a copy.

Raising Children Network

The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering **children** aged 0-8 years.

[raisingchildren.net.au/](http://raisingchildren.net.au/)

**Better Health Channel** - quality consumer health information quality-assured, regularly reviewed, health and wellbeing information and services. This site is sponsored by the State Government of Victoria

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### Parent Involvement 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

Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our programming and the ideas explored from parent talks can last for weeks.

#### Your Home Culture

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service 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.

Please tell us what you can offer and your availability on the enrolment form.

**Useful Junk** - We are always on the lookout for recyclable items for the rooms. 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.

**Family Dinner Night** – There is no better way to meet new friends. We will be having informal dinner nights at the

Service after close time for you to meet the other families. The older children in the Service really enjoy preparing the event.

**Family Photos** – Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a photo of your family for us to display in the room.

#### Concerts and Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

#### 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

#### Remember

When your family becomes involved with the Service, no matter how small or big your involvement, your child will be experiencing the connection between home and our Service.

Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return this page to the Nominated Supervisor.

Thank you.

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### Communication

Family name

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Parent's full name:

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Child/(children)'s name

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Parent's full name:

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Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.

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I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Have you completed the orientation evaluation Yes No

Please indicate the best way to communicate with you:

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face to face

### Please Remember

**We encourage family participation and involvement in the Service.** This allows you to see first hand what we do and your child sees that there is a connection between home and the Service.

We welcome your feedback and view **"Feedback As A Gift"**

### Parent Input for Individual Curriculum

Child's Name; \_\_\_\_\_

Date of Birth: \_\_/\_\_/\_\_

Days attending:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

What time will you be arriving and returning to the Service? (estimates only, we understand some mornings may differ)  
am:

pm:

What will help you and your child say goodbye to each other in the morning?

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Family Information – type of family and names  
(parents/siblings/extended family living together/blended family)

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Cultural background of family members – immediate and extended:

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Languages spoken at home (this includes “special” words your child uses for a particular items e.g. dummy-boo boo)

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Family preferred care giving strategies – any strategy in particular that you see that works for you and your child in relation to particular situations (e.g. at meal times, when your child is upset, during and after a tantrum)

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Routines - toileting, sleep, rest, nappy changes:

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Are there any special Instructions for nappy changes? Yes/No  
If yes please explain

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How will we know when your child is tired?

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What helps your child fall asleep?

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How does your child wake? Quickly, slowly, do they like to be taken from cot immediately? Or stay for a while?

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Likes/Dislikes (in relation to food, play, routines – anything you can think of)

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Here is the opportunity for you to offer us input into your child’s individual program. Your input is important to us and your child’s program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximise their opportunities for learning.

1. What do you feel are your child’s current needs? e.g. toilet training, development of social skills, expansion of vocabulary?

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How could we assist your child in these areas?

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2. What are your child's current interests?

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How can we foster these interests at the Service?

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3. What do you feel are your child's strengths at this point in time?

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How can we provide further development of your child's strengths at the Service?

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This information will be used by Educators to compliment the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child's Educator(s) or the nominated supervisor.

We will also ask you about your child's interests, strengths, needs periodically throughout your child's enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs. Thank you.

**Orientation Evaluation**

Name (optional) \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Overall how would you rate the orientation? (Please circle one)

Very Satisfied      Satisfied      Neither satisfied or dissatisfied      Dissatisfied      Very Dissatisfied

yes	no	N/A	Were you given an orientation to familiarise you and your child with the daily routine and activities?
yes	no	N/A	Were you reassured that most children settle in quickly to their new environment?
yes	no	N/A	Did the Nominated Supervisor arrange for you and your child to attend the Service to visit and meet the Educators, and become familiar with the environment?
yes	no	N/A	If your child visited the service before their first day, did the educators indicate your child could participate in the activities if they wished?
yes	no	N/A	Were the daily timetable and curriculum discussed, as well as routines and any special requirements for your child?
yes	no	N/A	Were you encouraged to send any special comfort items (teddy etc) to help your child in the initial settling in period?
yes	no	N/A	Were you invited to ring and check on your child at any time?
yes	no	N/A	Were you told what to bring? (birth certificate, immunisation record and Medicare number )
yes	no	N/A	Did Educators explain modes of fee payment and communication (newsletters, pockets, communication box etc)?
yes	no	N/A	Did Educators explain the importance of labelling personal items and also shown the parent library where they can access the Service policies and other resources?
yes	no	N/A	Did the Educators discuss how best to tailor your child’s settling in period?
yes	no	N/A	Did Educators encourage you to say goodbye when dropping off – and reassure you that if the child remains distressed over a period of time they will contact you?
yes	no	N/A	Were you able to stay as long as needed to reassure your child?
yes	no	N/A	Were you told you will be kept informed when you collect your child about how he or she is settling in and that you are welcome to discuss any issues with the nominated supervisor at a convenient time?
yes	no	N/A	Was the Enrolment Form explained and filled in completely with all relevant information about your child?

