



Celebrating 35 years of Care

**Bangalow Community
Children's Centre**

Information Booklet

**Bangalow Community Children's Centre
Raftons Road
Bangalow NSW 2479**

Telephone: (02) 6687 1552

Emergency Out of Hours: Kerry Valenstein 0407 336 115

Email: admin@bangalowcommunitychildrenscentre.com.au

www.bangalowchildrenscentre.com.au

Operating Hours:

Monday to Friday 7.30 am to 5.30 pm

This booklet is available for translation in other languages.

Jinghi-wahla

Welcome!

Bienvenue

Üdvözlük

Καλώς ήρθατε

Willkommen

Bienvenido

Welkom

A very warm welcome is extended to you and your family from the staff of the Service.

We try to create a pleasant, homely atmosphere whilst providing a stimulating learning environment.

We believe that children learn best through educational play.

HISTORY

Bangalow Community Children's Centre (BCCC), began operating as a Preschool in March 1981 in the Anglican Church Hall. In 1985 a Commonwealth Employment Grant was received to build the first unit on council land in Deacon Street. In April 1993 the preschool was moved to Raftons Road due to proximity to a toxic site, continuing to lease land from Byron Shire Council. In response to the needs of parents and to overcome recurrent underfunding the preschool extended its hours of operation in 1994.

The Service now has 4 rooms catering for 79 children per day, ages 6weeks to 5 years. The Service is open 7:30am - 6pm, Monday to Friday.



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Service Management/Committee



We are a community based, non profit organisation, functioning in accordance with the regulations from Education and Care Services National Regulations 2011, Education and Care Services National Law 2011 and the National Quality Framework.

The Centre is managed by an Honorary Management Committee comprised of parents who are elected at the Annual General meeting held in February. This is an invaluable contribution to the Services operation and ongoing development. We would love you to be part of this fun group where strong connections are built.

The Committee is responsible for the direction and running of the Centre. It has an important role in ensuring the Service is conducted within all relevant legal requirements. You are invited to help make decisions by coming to Committee meetings each month. This is a great way of getting to know exactly how the Service operates and to initiate any changes you may think desirable.

Minutes of the Committee Meetings are available at any time. At the office or can be emailed to you.

Social Justice and Inclusion

Bangalow Community Children's Centre provides an inclusive program, based on Children's rights and social justice principles. That is, the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, or current circumstances. We value differences as well as similarities in people and promote respect for all people both within our Service and also in the wider community.

We view children as valued and active citizens, in their own right. We recognise that discrimination is a barrier to education and we are committed to ensuring children develop the skills to challenge bias and discrimination.

Priority Places

The Australian Government has determined guidelines for allocating places. They set out the following three levels of priority, which child care services must follow when filling vacant places:

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

Within these main categories priority will be given to the following children

- a) children with siblings already in attendance at BCCC OR children of staff members who are parents/guardians OR children with siblings who attended BCCC within the past 2 years
- b) children of a parent/guardian who satisfies the work/training/study test within the 2479 post code area
- c) children in Aboriginal and Torres Strait Islander families
- d) children in families which include a disabled person
- e) children in families on lower incomes
- f) children in families with a non-English speaking background
- g) children in socially isolated families
- h) children of single parents

Under section 14 of the Family Assistance Act, it may be necessary for the Nominated Supervisor to request families that do not meet these test requirements to change days to accommodate a family that does. If this should have to be exercised then at least 2 weeks notice will be provided to the affected family.



Centre Philosophy and Goals

We believe children are competent, capable and global citizens therefore; we provide an authentic, diverse, inspiring and inclusive environment that allows children to learn and flourish through play and to develop dispositions to gain knowledge through a culture of enquiry.

We are committed to fostering respectful and reciprocal relationships and partnerships with children, families, educators and the immediate and wider community to celebrate our strengths, to enjoy today and learn for tomorrow.



We value and believe that:

- The children, families, staff and all those that participate in Bangalow Community Children's Centre have the right to be respected.
- Early Childhood education is about fun and celebrating and exploring the joy and wonder of each moment. "Childhood is not solely or even mainly preparation for adulthood or for the future—it is a time to be, to experience childhood" (Early Years Learning Framework, November 2008)
- Children learn best through play and therefore it is important to encourage, support, plan for and teach through this learning process.
- Children from birth are competent and capable, active contributors to their own and others' learning.
- Children benefit from participating in a wide range of real life experiences that support their identity, self-esteem, creativity and critical thinking.
- It is important to establish a caring place where children feel comfortable, in an environment that encourages new ideas, problem solving and positive attitudes for lifelong learning.
- Gender and cultural diversity, inclusion and social justice is honoured within an imaginative and collaborative learning environment (We are an inclusive service that recognizes, welcomes and gives access to gender and cultural diversity, disabilities and social justice. This is honoured within an imaginative and collaborative learning environment).
- Ongoing evaluation is integral to creating a responsive early childhood program.
- Partnerships with children, families and colleagues and the sharing of information, enriches all learning opportunities.
- Providing an open and welcoming environment and engaging in community activities enhances the development of respectful relationships.
- Well qualified educators are essential to achieving high quality outcomes and best practices and that, due to continual changes in society, it is vital for educators to regularly update and build on their early childhood skills and knowledge.
- We are part of the global community and therefore share the responsibility of caring for the environment and contributing to a positive future.

Love, exploration and great friendships



Policies and Procedures

Management, families and educators have worked on policies and procedures to provide guidelines for the operation of the Service. These policies are available for you to read in the '**Policy**' Folder in the front office and on our website www.bangalowchildrenscentre.com.au.

They are regularly updated so if you see a need for change please advise the Director.

We have policies on:

- Access to Children
- Accident Prevention
- Active Play
- Additional Needs
- Administering Medication
- Anaphylaxis
- Animals in the Environment
- Arrival and Departure
- Asthma
- Authorisation
- Behaviour Guidance
- Building Equipment Safety. Cleaning and Maintenance
- Child Health
- Child Protection
- Communication
- Conflict
- Confidentiality
- Continuity of Care
- Curriculum
- Dental Care
- Enrolment and Orientation Policy
- Evacuation
- Excursions
- Fees
- Food, Nutrition and Food Safety
- Gender Equity
- Hand Washing
- Head Lice
- Immunisation
- Wellbeing
- Inclusion
- Infectious Diseases and Exclusion
- Interactions with Children
- Lock Down
- Management and Governance
- Medical Conditions
- Multicultural
- Notifying Regulatory Authorities
- OHS
- Ongoing Improvement
- Parent, Family Involvement
- Policy Review
- Purchasing
- Record Management
- Risk Management
- Safe Sleep
- Safe Storage of Dangerous Products
- Social Media
- Staff
- Students and Visitors
- Suitable Clothing
- Sun Protection
- Supervision
- Sustainability
- Toileting and Nappy Change
- Transitioning



Child Protection

Every Child should be safe from abuse and neglect whilst attending this Service and while participating in the wider community.

Bangalow Community Children's Centre is committed to the care and protection of children and provides programs that protect children from the risk of harm.

Any suspected abuse or neglect of a child, either on or off the premises, will be notified according to the requirements of the relevant legislation and agency guidelines.

Educators in this Service are trained in child protection.



Who to Talk To

The following indicates who is the best person to talk to regarding specific concerns you may have. If it is a simple matter, this can be done verbally or by email. If you would like to have a longer discussion we are happy to organise a meeting time.

Director/Nominated Supervisor	<ul style="list-style-type: none">• Enrolment confirmation and questions• Increase days of attendance• Service or Staff concerns• Suggestions for the service• Child and/or family concerns• Information about caring for your child and supporting their development/health/behaviour• Participation in centre management/events
Room Lead Educator	<ul style="list-style-type: none">• Concerns about your child's development/health/behaviour• Suggestions for the programme• General feedback and concerns related to the room• Information about caring for your child and supporting their development
Office Administrator	<ul style="list-style-type: none">• Fees / parent accounts• Inform about sick days and time away (email preferred)• Request casual days• Update personal information

Kerry Valenstein is the Director and Nominated Supervisor who oversees the ongoing running of the service. In her absence the next senior staff member assumes the role of certified supervisor and is the best person to talk to about any immediate concerns. The person in charge on any given day is displayed outside the office .



Handling Concerns

Our aim is to provide a high quality service and we welcome evaluations and feedback. If families, staff or members of the Community have any concerns they would like to addressed, they may approach the Nominated Supervisor or Room Lead Educator, with confidence that their concerns will be handled confidentially with no retaliatory action will be taken against them. We appreciate being made aware of your concerns so that these can be addressed and better procedures developed.

The Service has a concern handling form available outside the administration office. These can be filled in anonymously and placed in the fee/comments box.

Confidentiality

The Service aims to maintain confidentiality, and respect the rights of privacy for all involved within the Service. See Confidentiality Policy for more information

Emergency and Evacuation Procedures

The Service aims to maintain a safe environment for children, staff, families and visitors at all times. In the case of an unseen emergency situation, every effort is made to contact parents to collect their child. The Service is fitted with safety devices, which are maintained regularly. Staff are familiar with evacuation procedures and policies.

Regular fire drills are necessary for regulation purposes, to give children the opportunity to become familiar with evacuation procedures. Every effort will be made to make evacuation procedures enjoyable rather than stressful events for the children. If you are present during a fire drill you are requested to participate.

Emergency evacuation plans are displayed in the Service. Parents/Carers and visitors to the Service will be asked to make themselves familiar with the evacuation plan and where fire and first aid equipment is to be found.

Fire Brigade Visit

During the year the Bangalow Fire Brigade regularly visit the children and demonstrate fire safety.



Incidents and Emergencies

In the event of an incident, first aid will be administered by educators and recorded. If a more serious incident occurs, parents will be contacted immediately.

Please ensure the Service always has current telephone numbers of all parents/carers and emergency contacts. Changes for that day may be left with the Educators or at the office. There must be someone contactable whenever your child is in care.

In emergency situations, should the person in charge determine the injury is serious enough, an ambulance will be called immediately. The family will incur this cost.

When a Doctor needs to be consulted after an incident at the Centre, it is necessary for the Service to report the incident to relevant government authorities .

All educators hold Senior First Aid certificates and Anaphylaxis, Asthma and CPR updated annually.

Flood/Power Outage Procedure

As the Service is located on a flood plain, the procedure for potential flood days is that parents provide phone numbers for the whole day so that they can be contacted if the need for evacuation arises.

If the service is closed for the day as a result of flooding or power outage, you will receive an email from us. Alternatively, you can contact the Director on 0407336115 after 7:30am

Family Participation



We operate an 'Open Door Policy', where families are welcome into the Service at any time.

Parent participation sends strong positive messages to your child that you support them and are part of their environment. We welcome you to come in to play and share your child's rich and diverse education. If you have a particular skill you would like to share please see the educators in the room and they will help you facilitate this experience. Some of the interesting skills that have been shared with the children, includes, cooking, book reading, music, cultural experiences, languages, fire fighting, mechanics and hairdressing.

Newsletter and Website

Each fortnight we email a newsletter informing families of: ***Upcoming events *Current information & *Educational topics. This can be emailed or viewed on our website — www.bangalowchildrenscentre.com.au**

Please ensure we have your email address if you would like information by email
or let us know how best we can communicate with your family

Communication about your Child's Day

Information about your child's day can be found by verbally talking to educators or looking at day sheets, floor books, wall displays and portfolio's. Sharing your child's day with them provides wonderful ways to engage in rich conversations about topics that are meaningful and significant to them. Similarly, sharing your child's interests and experiences help educators enrich your child's day at the Centre. You can do this via verbal conversations, bringing in or emailing photos/stories and contributing to floor books, wall displays and portfolios.

Immunisation

The Department of Health regulations state that before enrolling a child we must obtain documents from parents that show the child:

- Is fully vaccinated for their age, or
- Has a medical reason not to be vaccinated, or
- Is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.



If your child is immunised please supply us with a copy of their Immunisation History.

If your child does not have any of the above documentation your child will not be able to access child care as per the recent changes to vaccination laws as from the 1st January 2018.

Sustainability

The Service is committed to implementing sustainable practices in all aspects of our environment and curriculum. This includes recycling, collecting rainwater and using solar power. Through our curriculum we provide opportunities for children to learn about sustainability for the future. Families can support this by minimizing packaging in lunchboxes.

Children going to school finish here in the December of the year prior to going to school.



Fees Policy

Before commencing at the Centre you should register with Centrelink for child care subsidy (CCS) and hour eligibility, Child care subsidy is paid directly to the Centre to reduce your weekly fee.

Daily Fee: 0-3 year olds (East & North rooms) \$ 103 per day (before CCS)
3-5 year olds (Middle & West rooms) \$ 100 per day (before CCS)

Statements are emailed out fortnightly. Fees must be kept two weeks in advance. If you are having difficulty with your fees please talk with Kerry or Trish in the office.



Sick Days: Please notify the office by 9am if your child is away sick. These days are still chargeable and are recorded as allowable absences with the Centrelink.

Public Holidays: Public holidays are chargeable days however the centre will endeavor to offer make-up days to those families affected. As the Centre runs at full capacity not all make-up days can be assured and are reliant on other families notifying us of their child's absences.

Holidays: The Centre closes for two weeks over Christmas/New Year. No fees are charged during the period. Family holidays taken during the year are still chargeable. Please notify the office if your family is planning to be away from the Centre on holidays.

Leaving the Centre: Two weeks notification must be given if your child is leaving the Centre, otherwise two weeks fees will be charged.

Volunteer Tax: A \$50 volunteer tax is charged at the beginning of the year and refunded to parents helping with committee, fundraising, events, working bees

Start Up Day

The following fees are payable on your first day.

- \$ 90.00 Refundable bond
- \$ 21.50 Membership Fee (\$11.50 each year thereafter)
- \$100.00 Equipment Levy per year
- \$50.00 Volunteer tax (refundable)

Total \$261.50

Plus two weeks fees in advance.

- Families are required to be two weeks in advance at all times.
- In the first week of December all families are required to finalise their accounts until the end of the year.
- No fees are to be carried over to the

Equipment Levy

The Committee voted to add an Equipment Levy of \$100 per year to each child's account to help cover the cost of excursions/incursions and consumables (e.g. paper, crayons, paints etc).

- This equals \$2.00 a week per child

Late Fee

The Service closes at 6pm Monday—Friday.

Should any family arrive **after** this time, you will receive a verbal warning that if this occurs a second time a late fee will be posted to your account.

\$20.00 for every 10 minutes

Payment of Fees

Internet Banking - BSB 728-728 A/C 2226-3405

Office Hours: 8am-4pm Mon—Fri

Ezidedit arrangements can be made at the office.



Prompt payment of fees is essential as we are a non-profit, community based centre and unable to hold large debts

Educational Program

Our Service provides a child centered developmental program that is guided by principles of the Early Years Learning Framework (EYLF) - Being, Becoming Belonging (DEEWR, 2009). The EYLF is the curriculum framework that informs early childhood education nationally and guides educators teaching practices and decision making . Educators develop the program based on children's emerging interests and ideas to ensure the learning environment is engaging and relevant and through an ongoing planning process based on observation, evaluation and follow up which supports children to develop skills across all developmental areas.

Each child will be guided to develop at an individual pace according to his or her unique individual way.

Curriculums are continually evaluated to ensure they meet the needs of all children and that the experiences offered promote:

- A sense of curiosity
- A sense of achievement
- Experience of successful learning
- Confidence in oneself, willingness to take reasonable risks
- Identification with ones culture & Family
- Familiarity with & sense of belonging to the larger community
- Appreciation of others & then the benefits of collaboration
- Skills to interact with adults & other children
- Comfort with diversity
- Highly developed communication skills
- An active approach to learning & problem solving
- An appreciation of literacy & numeracy as an invaluable means of making meaning in the world
- Flexibility, a robust of self that allows compromise
- Resourcefulness & resilience
- Perseverance in the face of obstacles
- An optimistic & positive approach to life
- Developing self help skills
- An ability to follow directions
- Developing concentration skills
- Assertiveness & confidence to ask questions & seek help



Program and Child Development Records

Records of children's progress document their ongoing growth and learning throughout the year. These include photographs, observations and examples of children's artwork. From these records, educators are able to plan and develop experiences and environments based on each child's specific interests, emerging skills and set learning goals.



Educators and families work in partnership to plan the best environment possible for the children. We welcome your involvement in this. You are invited to discuss your child's progress with educators regularly throughout the year, both formally through arranged interviews and informally through day to day interactions. All recorded information is kept confidential.

Children with Additional Needs

Our Philosophy is an inclusive one where every child has the right and opportunity to reach their potential.

The Service supports additional needs through reflective programming, relevant resources and modified environments, This is enhanced with strong connections with external support agencies .

National Quality Framework

The National Quality Framework (NQF) was introduced in 2011 as a guide to quality service and best practice in Early Childhood Education and Care Services. Early childhood education and care services are rigorously assessed every two years against the quality areas outlined in the framework and given a rating according to the quality of our service. Areas that are assessed include the quality of our program, our with interactions and care of children and health and safety. We have been assessed and hold an Exceeding rating.

The Service has developed and maintains an Ongoing Improvement Plan based on the principals outlined within the framework which ensures we as a service are constantly reflecting on our practices and developing strategies to improve what we do. We welcome family input and your feedback regarding areas for improvement. As educators we are committed to providing the best quality service for your family and ensuring we support an education and care environment that provides optimal outcomes for your children. Our Ongoing Improvement Plan can be viewed upon request.



Positive Behaviour Management

Our child positive behaviour management policy is centered around the importance of respect and dignity for the child, acknowledging and accepting children's feelings and encouraging these feelings to be expressed. You are welcome to discuss this with us anytime and our newsletters will have helpful tips to try.

Steps that we take towards establishing positive behaviour management include:

- Including children's voice in setting and maintaining realistic expectations of behavior which are age and stage appropriate
- Educating the appropriate uses of materials and equipment
- Role modelling appropriate behaviour
- Discussing the outcome of a behaviour that is inappropriate and supporting and encouraging the child to make a decision to choose a behaviour that results in an acceptable outcome
- Allowing children time to self regulate
- It is often important to remember that what works for one child may not necessarily work for all



Challenging Behaviour

A small amount of challenging behaviour is normal in young children. Many children cannot control their strong feelings and act impulsively. They are not able to understand the consequences of their actions.

We empower children to deal with challenging behaviour by talking about it and teaching skills that foster positive interactions.

Biting



Biting is not uncommon in young children. Children who bite usually do so because they are frustrated or angry. They often act impulsively and quickly, and are too young to think of other choices or consequences. Children usually bite because their language skills are not yet developed enough to express themselves. Teething may also be the cause of biting. Biting is most frequent in the 13th month to 30th month old age bracket.

When biting occurs, it is often very distressing for parents. If your child is bitten you will probably feel very angry. If on the other hand your child is the biter, you may feel very uncomfortable. Please remember that this is a natural phase of development for some children, and will be dealt with in a respectful manner by the educators.

Strategies:

Educators and parents consider the frequency of the occurrence, the time, the conditions and the environment to better understand and work together to develop strategies that best support all children concerned.

Quiet Time

Quiet time is after lunch each day. During this time the children do yoga and relaxation exercises, listen to stories or sleep. Children are encouraged to rest and enjoy this quiet time. We feel that this time is valuable as children learn strategies to help them to relax and regulate their own bodies and minds. The length of time children rest is dependent upon their needs.

Students, Volunteers and Visitors

From time to time, you will see new faces at the Service. Relief educators and volunteers are screened before participating in our daily activities and must adhere to our philosophy, policies and procedures whilst at the Service.

At no stage will a volunteer worker or student be left in charge of a group of children. However, they are expected to interact with the children, giving help and attention as needed.

Excursions

Excursions are informative and fun. Trips out into the community are conducted every year. Parental help with these is appreciated and valued.



Special events occur regularly at the Service, e.g. visiting shows, reptiles, life education and yoga.

When children do participate in excursions the Service adheres to the Childcare Regulations.

Birthdays

Birthdays are special times for children and the Service enjoys sharing the occasion. You may like to provide a cake on your Child's birthday or the closest day to it.

Consider the children in your Child's group may be allergic to eggs, flour, nuts (please consult your child's educational leader first). If your child has any special dietary requirements or restrictions, please convey these to the Director and Room Educational Leader to ensure these are met. Children with allergies/food preferences can keep an alternative treat for their child in the freezer, eg. gluten/dairy free cupcakes



Remember we can always arrange celebration time to coincide with your availability to join us. As children grow older, they often have birthday parties at home with their friends from the Service. In order not to hurt feelings, the issuing of invitations is best handled quietly between parents outside of the Service or with the Room Educational Leader.

Preparing for Preschool

Your child is beginning a whole new experience. They may at first feel uncertain as they leave the familiarity of their home and enter new surroundings with many new children and adults.



Help your child to enjoy their days by having a strong and positive attitude about them attending, and an understanding of the apprehension they may feel. To make the adjustments between home and school life easier, here are some suggestions that may assist:

- Visit the Service with your child before they start, so the child is familiar with the new environment. Between 9am and 12pm is when most planned activities occur.
- Families are welcome to stay with their children and participate in the experiences on offer.
- For children who may be a little apprehensive, families are welcome to settle them in and stay for as long as is beneficial for their child.
- Leave your child for a small amount of time when they first start. Slowly build this up over subsequent days.

Tips for Parents First Day

It is not unusual for children to cry when their parents leave them at the Service for the first few weeks. Settling in time is different for all children. Below are some useful tips to help your child settle into pre-school life....

- Support your child in arrival routines
- Take your child to an educator in the morning and say hello.
- Take a few minutes to show your child around and for them to choose an experience to participate in.
- When your child is playing well, let an educator know you are leaving so they can support your child, tell them you must leave but you will be back in to pick them up.
- Smile (even though you may feel like crying yourself) and confidently give your child a hug and a kiss, say goodbye and leave. It is very important to leave when you specify and not prolong departure as this can send mixed cues to your child.
- If your child becomes upset, educators will cheer them child up with comfort and inviting them to join in activities. We will not let them cry all day.
- Telephone the Service at any time to check how your child is doing. Educators will call you if they feel your child not settling and needs further support.



Never leave without saying goodbye

Child Collection



A responsible adult known to the Director and/or room educator must bring the children into the Service. Only authorised persons (as indicated on the enrolment form), will be allowed to collect children from the Service.

Please notify the Director/Certified Supervisor with a written note/email of any changes regarding the adult who is collecting your child. An adult other than one known to the Service requires identification (preferably photographic). If you will be more than twenty minutes past your signed in pick up time please call and let us know.

Parents with custody orders must provide a copy to the Director. In the case of non custodial parent arriving to collect the child, the Director will contact police and provide the copy of the order for the police to enforce.

What to Bring

Please dress your child in clothing that is suitable for messy play. The Service's philosophy is that 'Children learn best through Play', and this may involve exploring in the mud, dirt, paint, goop, or many other 'messy' activities. We also love to explore the weather and encourage you to dress children in weather appropriate clothes.



6 weeks–3 year olds East Room and North Rooms

Please ensure all of your child's belongings
are labeled.

- All food and bottles required for the day
- Sheets in a sheet bag for cots and beds
- Spare set of clothes for the day x 2
- Comforters if required
- Nappies, enough for the day
- Broad rimmed hat



3-5 year olds Middle Room and West Room

Please ensure all of your child's belongings
are labeled.

- Food for the day including morning tea, lunch, snacks and fruit.
- A lunch box that your child is able to open on their own
- Spare set of clothes for the day
- Sheets for rest time
- Swimmers in summer for water play

Toys and Treasure from Home

The Service has a wide range of development appropriate equipment and toys for your children. The Service would prefer for children to leave their own toys at home.

Individual toys at Preschool can often cause great angst for the child who may not wish to share their special toy. They may also misplace their toy and this then causes great distress.

Cuddly or security toys are welcome but need to be clearly named.



Lost Property

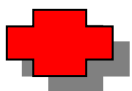
At the Service there are containers in each room for unnamed and lost property. It would be appreciated if parents could check this regularly as the amount builds up.

Items that are still uncollected after a period are donated to a local charity.

Notifications to the Centre

Parents should notify the Centre:

1. If someone different is to pick up the child
2. If the child is going to be absent eg. On holidays, sick
3. If residency or access arrangements have changed
4. If you change your address, phone number or the emergency contact person on the enrolment form
5. If the child is on medication or their wellbeing plan changes
6. At least two week's notice of cancellation of enrolment must be given to the Director or full fees will be charged
7. When immunization's have been updated



Health



Symptoms

The following symptoms will alert you to the fact that your child could be unwell:

- Unusual spots or rash
- Unusual behaviour (*your child could become cranky or less active, more easily upset, feels general discomfort or seems unwell*)
- Feverish
- Conjunctivitis (*Tears, redness of eyelid lining, irritation, followed by sweating & discharge*)
- Breathing trouble
- Mucus discharge from nose (*thick, green or bloody*)
- Diarrhea
- Vomiting
- Loss of appetite
- Sore throat or trouble swallowing
- Infected skin patches
- Severe, persistent or prolonged cough
- Frequent scratching of scalp
- Headache or stiff neck
- Yellowish skin or white of eyes
- Dark or tea coloured urine

What to do?

- Consult your Doctor
- Keep your child away from the Service
This will stop the spread of infection
- Notify the Service of symptoms
- Check exclusion time from Service—if any

It is important that you report any illness to the Service as this allows us to:

- Watch for signs of illness in other children
- Alert other parents, particularly those who may be at risk themselves or who may have children who are at risk

What the Service will do if your child is unwell:

- As soon as staff are aware your child is unwell they will contact you directly
- As educators do not have the facilities to take care of a child who is unwell and as the infection can move quickly through the group, we will ask you to come as quickly as possible to collect your child.

If your child requires panadol or cold medication in the morning, this is a sign they are not well enough to attend.

Management of Asthma/Anaphylaxis

Children with asthma and/or anaphylaxis must have a current health management plan which is signed by a medical practitioner and that clearly outlines the necessary care procedures and administration of medication for your child. It is the parents responsibility to ensure the health plan is updated annually and any required medications are provided and replaced when necessary, in date and clearly labeled.

Prior to commencement, educators will meet with parents to conduct a risk assessment and prepare a wellbeing management plan that will be adopted by the service.

Your child's health management plan will be clearly displayed to ensure all educators working with your child will be aware of their health needs. Educators and families will communicate regularly to ensure the service is providing the best possible care for your child and updates/changes are immediately addressed.

Administering of Medication

All medication must be clearly marked with the child's name and dosage clear on the pharmacist's dispensing label. Medication will only be administered to the child named on the label.

Please do not leave medication of any nature in your child's bag or lunch box. Instead, medication should be kept in the first aid kit in each room.

Prescribed medications will only be administered if the pharmaceutical label is current and intact. A medication permission form must be completed for educators to have the authority to give the medication to the child.

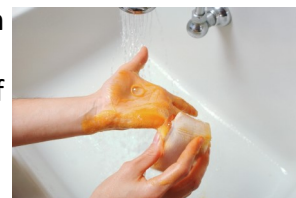


Encouraging Good Hygiene

Educators model and encourage children to develop personal hygiene through washing hands after play, toileting, nose blowing and before and after eating.

Children are encouraged to cough/sneeze into their elbow to reduce the spread of germs

Educators ensure clean hands in the preparation of food and also in assisting children with personal care.



Toileting

Children are encouraged to go to the toilet individually.

During toilet training, educators will endeavor to support efforts made at home. Please feel free to discuss any special needs with educators.

Hygiene is very important to us...educators clean toilets and floor areas several times each day and a thorough clean of the Service is completed at the end of every day.

Head Lice

Unfortunately head lice are common when groups of children get together. The best treatment for head lice is the use of hair conditioner combed through the hair daily until no more head lice are present. It takes diligence but it gives the best results as head lice seem to be immune to current chemicals for treatment. If we discover that your child has them during the day, we will let you know so that you are able to treat them at home. If permission is given, depending on the extent of the head lice and the discomfort for the child/children staff may apply conditioner to immobilize them and reduce the spread until the child is collected.

Sun Protection

Please send your child in clothes that provide sun protection such as sleeved shirts with collars etc. Hats are provided. A swimsuit is great in hot weather. **Please apply sunscreen to your child prior to arrival at the Service.** We will re apply when necessary in the afternoon, provided families have signed their permission on per enrolment form.

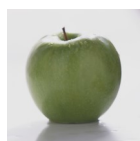


Nutrition

There is now clear evidence that childhood nutrition has a lasting effect on many aspects of health. Children need fresh, nutritional food and well balanced meals, starting with a good healthy breakfast. Please support us by making healthy choices when packing your Child's lunch and snacks for the day

Recommended Foods

Sandwiches
Cheese
Cold meats
Fresh or dried Fruit
Savory biscuits
Fruit cake
Yoghurt
Vegetables
Pasta
salads



Non Recommended Foods

The following foods are high in refined sugar, salt and/or saturated fat and therefore should be limited:

- Sandwich fillings with honey, jam, golden syrup, chocolate spread, and hundreds and thousands
- Cream filled and chocolate biscuits cream cakes and pastries
- Chocolate bars, lollies, potato chips, corn chips and cheesy snacks.

Source: NSW Health

Bangalow Community Children's Centre Staff



Kerry
Director



Trish
Office



Janelle
Assistant Director



Angela



Deborah



Fiona



Fiona



Grant



Helen



Jen



Jag



Julie



Christina



Libby



Lorraine



Louise



Sarah



Tracey



Matthew



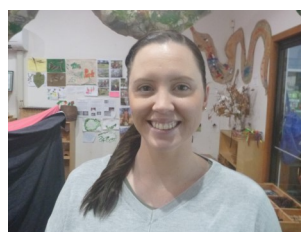
Nina



Kayla



Narelle O'Shea



Monica
Educational Leader



Teresa



Sarah

SOME INFECTIOUS DISEASES OF CHILDREN

For more information please contact your local public health unit, community health centre, pharmacist or doctor.

Chicken Pox

Time from exposure to illness:

2–3 weeks

Symptoms

Slight fever, runny nose & a rash that begins as raised pink spots that blister & scab. Can be more severe in pregnant women and children.

Do I need to keep my child at home?

Yes, for 5 days after the rash first appears & until the blisters have all scabbed over.

How can I help prevent the spread?

Immunizations is available for children over 12 months old. It is recommended for people over 12 years who are not immune.

Conjunctivitis

Time from exposure to illness:

1–3 days

Symptoms

The eye feels scratchy, is red & may water. Lids may stick together on waking.

Do I need to keep my child at home?

Yes, while there is a discharge from the eye.

How can I help prevent the spread?

Careful hand washing, avoid sharing towels. Antibiotics may be needed.

Gastroenteritis

Time from exposure to illness:

Depends on the cause,

Several hours to several days

Symptoms

A combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.

Do I need to keep my child at home?

Yes, at least for 24 hours after diarrhea stops.

How can I help prevent the spread?

Careful hand washing with soap & water after using the toilet or handling nappies & before touching food.

German Measles

Time from exposure to illness:

2 to 3 weeks

Symptoms

Often mild or no symptoms; mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. Can cause birth defects if pregnant women are infected.

Do I need to keep my child at home?

Yes, for at least 4 days after the rash appears.

How can I help prevent the spread?

Immunisation (MMR) at 12 months & 4 years of age.

Glandular Fever

Time from exposure to illness:

4 to 6 weeks

Symptoms

Fever, headache, sore throat, tiredness, swollen nodes.

Do I need to keep my child at home?

No, unless sick

How can I help prevent the spread?

Careful hand washing, avoid sharing drinks, food & utensils & kissing.

Hand, Foot & Mouth Disease

Time from exposure to illness:

3 to 7 days

Symptoms

Mild illness, perhaps a fever, blisters around the mouth, on the hands & feet, & perhaps the nappy area.

Do I need to keep my child at home?

Yes, until the blisters have dried

How can I help prevent the spread?

Careful hand washing especially after wiping noses, using the toilet & changing nappies

Hepatitis A

Time from exposure to illness:

About 2 to 6 weeks

Symptoms

Often none in small children; sudden fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin) dark urine, pale stools.

Do I need to keep my child home?

Yes, for 2 weeks after the first symptoms or 1 week after onset of jaundice.

How can I help prevent the spread?

Careful hand washing, close contacts may need to have an injection of immunoglobulin; immunisation is recommended for some people.

Impetigo

School Sores

Time from exposure to illness

1 to 3 days

Symptoms

Small red spots change into blisters that fill with pus & become crusted; usually on the face, hands or scalp.

Do I need to keep my child at home?

Yes, until treatment starts. Sores should be covered with a watertight dressing.

How can I help prevent the spread?

Careful hand washing

Influenza

Time from exposure to illness:

1 to 3 days

Symptoms

Sudden onset fever, runny nose, sore throat, cough, muscle & headaches.

Do I need to keep my child home?

Yes, until they feel better

How can I help prevent spread?

Immunisation, is recommended for the elderly & people with chronic illnesses.



Measles

Time from exposure to illness:

About 10 to 12 days until the rash develops.

Symptoms

Fever, tiredness, runny nose, cough & sore red eyes for a few days followed by a red blotchy rash that starts on the face & spreads down the body & lasts 4 to 7 days.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears

How can I help prevent spread?

Immunisation (MMR) at 12 months & 4 years. Contacts who are not immune should not attend school or work for 14 days.

Meningococcal Disease

Time from exposure to illness:

2 to 10 days

Symptoms

Sudden onset of fever & a combination of headache, neck stiffness, nausea, vomiting, drowsiness & rash.

Do I need to keep my child home?

Seek medical help immediately. Patient will need to hospital treatment.

How can I help prevent spread?

Avoid sharing drinks. Close contacts should see their doctor urgently if symptoms develop, and may need to have special antibiotic.



Mumps

Time from exposure to illness

14 to 25 days.

Symptoms

Fever, swollen and tender glands around the jaw.

Do I need to keep my child home?

Yes, for 9 days after onset of swelling.

How can I help prevent spread?

Immunisation (MMR) at 12 months and 4 years of age.

Ringworm

Time from exposure to illness

Varies (may be several days).

Symptoms

Small scaly patch on the skin surrounded by a pink ring.

Do I need to keep my child home?

Yes, until the day after treatment has begun.

How can I help prevent spread?

Careful hand washing.

Scabies

Time from exposure to illness

New infections: 2 to 6 weeks;

reinfections: 1 to 4 days.

Symptoms

Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child home?

Yes, until the day after treatment has begun.

How can I help prevent spread?

Close contacts should be examined for infestation and treat if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Scarlet fever

Time from exposure to illness

1 to 3 days

Symptoms

Sudden onset sore throat, high fever and vomiting, followed by a rash in 12 to 36 hours.

Do I need to keep my child home?

Yes, until at least 24 hours of treatment has begun and the child is feeling better.

How can I help prevent spread?

Careful hand washing. Sick contacts should see their doctor.

Slapped Cheek

Time from exposure to illness

1 to 2 weeks

Symptoms

Mild illness; fever, red cheeks, itchy lace-like rash and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women.

Do I need to keep my child home?

No, most infectious before the rash appears.

How can I help prevent spread?

Careful hand washing; avoid sharing drinks.

Whooping Cough

Time from exposure to illness

7 to 20 days

Symptoms

Starts with runny nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and whooping sound as the child gasps for air.

Do I need to keep my child home?

Yes, until the first 5 days of a special antibiotic have been taken.

How can I prevent spread?

Immunisation at 2,4,6 and 18 months and 4 years of age. A special antibiotic can be given for the patient and close contacts. Unimmunised contacts may be excluded from child care until the first 5 days of a special antibiotic has been taken.

Worms

Time from exposure to illness:

Several weeks

Symptoms

Itchy bottom

Do I need to keep my child home?

No.

How can I help prevent the spread?

Careful hand washing. Whole household should be treated. Wash linen, towels & clothing worn in the past 2 days in hot water and detergent