



Parent Handbook 2022

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Monday- Friday
7.00am to 6.00pm
51 weeks per year

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 front foyer.

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

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Introduction

Welcome to Bright Beginnings ELC. Finding a new education and care Service for your child can be a daunting task. At Bright Beginnings 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, feel safe in the knowledge 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 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 cared for.

Contact Persons

Approved Provider: BB Childcare Group PTY LTD ATF BB Childcare Hybrid Unit Trust

Nominated Supervisor: Kym Goodall

Responsible Persons: Megan Pellow

Rhiannon Sheil

Samantha Haley

Larissa Moore

Isabelle Evans

Kaylee Kneller

Sarah Southgate

Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning 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 Nominated Supervisorate

www.det.nsw.edu.au

02 9716 2100, cslicensing@dhs.nsw.gov.au, Locked Bag 4028 ASHFIELD NSW 2131

Education, Curriculum and Learning

We will be following the Early Years Learning Framework as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Kym Goodall

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 programs for each group of children.

The Educators will develop a daily program, observe the children in their care and plan their programs around the needs and interests of the children in child free time.

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 development with parents.

Philosophy

Our Philosophy

At Bright Beginnings Early Learning Centre, we are strongly influenced by both Developmental and Socio-cultural theorists such as Piaget, Montessori, Vygotsky and Bronfenbrenner. These theorists inform our practice and guide the way in which we view and educate the children in our care. We believe that while children's development is linear, it is indeed individual to each child within their social context. We acknowledge that 'Developmental theories recognise both consistency and variability in child development' (DEEWR 2010, p. 2).

We believe families are the most important people in children's lives, therefore the information they share with us provides a valuable contribution and allows a stronger understanding of the child and the knowledge they hold. We value the relationships we have with families and their children above all else and we work hard to develop strong and respectful relationships with them.

We view play as a valuable learning tool and implement role modelling, scaffolding and intentional teaching as successful strategies to support children's learning. Peer to peer learning is also encouraged which allows broader perspective's to be considered and further challenge current thinking.

We promote children's rights to develop the skills necessary for school life and implement a comprehensive school readiness program that focusses on learning through play.

We strive to be active participants within the community and encourage the children in our care to be like minded. Children develop a broader range of life skills when they get to interact and become involved in community life.

We encourage each team member to bring their own unique culture to the table, which promotes a wider perspective on the world around us. A variety of life skills and experience allows for a more diverse curriculum and therefore better learning outcomes for the children at our service.

We support children to engage in risky play and therefore to become more resilient. Through assessing the ability of children and their individual capabilities we offer carefully considered opportunities to support these outcomes and challenge children to become stronger more independent well-adjusted people.

"How one handles success or failure is determined by their early childhood."

Harold Ramis

Reviewed in consultation with all stakeholders on 26/02/2020

Grievances, Complaints and Feedback

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

Child Care Benefits

A family subsidy (Child Care Subsidy) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year. Every family regardless of their income is entitled to this assistance. For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

The Service is open for **11 hours** per day, **51 weeks** per year and caters for children 0-6 years.

The Daily Routine

Although the routines of each room and age group will vary, the same aspects are contained in each. We endeavour to provide a home and family environment at the Service where the children feel comfortable and secure at all times and our daily routines reflect this.

Throughout the day the children will be experiencing a number of different activities which are part of the educational and developmental programs operated by all of our Educators.

Each room will display their routine in the rooms and these are available for parents to read and questions regarding this can be answered by the appropriate Educators. In place are both summer and winter routines, which adapt to weather conditions.

Services Offered

Long Day Care

Morning Tea

Pre-school Program

Lunch

Special Needs Catered For

Afternoon Tea

Before and After School Care

Age Groups

The Service consists of three rooms which will promote a spacious, warm and inviting environment for all our children at the Service. The rooms will be offered as followed:

- 0-2 years
- 2 years-3.5 years
- 3.5 years-5 years

Children

Those First Weeks

The introduction into long day care 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 met as best is possible.

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 toy, blanket or comforter to support your child when they are separating from you or settling to sleep. 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.
- Interactions between Educators and parents or Educators and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the Educators and other children. 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, if a child is upset, only confuses them. 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 giving them to a Educator or sitting down with them for a short play or reading a book together then 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

0-6 years

- A change of clothing that is weather appropriate (younger children- especially those toilet training- will need extra changes)
- A hat – a full brimmed wide hat.
- A security item for rest time. (if needed eg: dummy, wrap, teddy)
- Sheet Sets. (0-3 years)
- Water bottle
- Formula or breast milk

Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday, you are welcome to bring cake, however please check with your child's teacher prior to birthday, in case of other children having special dietary requirements. Cupcakes are preferred.

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 their play period and should be unimpaired by clothing. While paints, etc will come out in the wash, accidents do happen so it is best to send the children along in their "less than good clothes". Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

The Service will only have a limited supply of spare clothing. Please supply at least one change of clothing and underclothing in case of accidents, for 3-5 year olds.

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

Please ensure that toddlers have about three complete changes of clothing and plenty of training pants.

Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats etc. As these have the potential to become caught on equipment and may cause serious harm to your child. Amber teething necklaces are not allowed to be worn by children while at the service.

Belongings

Please ensure all belongings are clearly labelled such as dummies, clothes etc. Lost property will be displayed for parent collection in your child's room. Parent co-operation in labelling assists the Service in keeping your child's belongings together.

The Service discourages toys from home and we will not hold any responsibility for any personal belongings. Please be reassured security items are acceptable and news items to be placed in 'News Box'.

Possessions

A soft toy or security item are acceptable for rest time. It is appreciated if personal possessions are not brought to the Service e.g. guns, toys etc. Any possessions brought must come entirely at the parent's own risk with regards to breakage or loss.

Lockers

Each child is allocated a locker. Please place bags etc in your child's locker and place water bottles in the fridge or on the drink trolley

Guidance and Discipline

Educators follow a Behaviour Guidance Management 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 and 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 needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. 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 comfortable with all educators of the service so that lines of communication are open and anything can be discussed in the best interests of the child.

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

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. 2.1.9

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.

How do you like to be communicated with?

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

Ways we will be communicating the events of the Service by:

- Face to face verbal interactions 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 up coming events.
- Regular parent meetings are held where parents can raise any issues or topics they feel relevant and contribute to decision making.
- 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 allocated an individual 'file' in which newsletters, accounts and other written communication will be placed. ***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 make efforts to communicate effectively with families.

- Educators will inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- Educators will share with children's families some of the specific interactions they had with the children during the day.
- Information on children's eating and sleeping patterns at the Service will be provided to families through verbal communication and through the room sign in sheet.
- When families and Educators make a joint decision that affect children's progress, interest and experience, a record will be kept in the appropriate form. (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 7.00am to 6.00pm, Monday to Friday, 51 weeks per year. Our service is closed between Christmas and New Year.

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 your child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with Nominated Supervisor. **Signatures and times are important; if no signatures or times are entered it may be deducted from your tax return at the end of the financial year, at full fees.**

Parent Involvement

This is vital to ensure maintenance of a quality service. Your contribution of ideas, experiences and skills are welcomed and greatly valued. You may be able to share your skills and experiences in Music, Craft, Cooking and Storytelling etc to enhance your child's program at the Service. Please complete your availability or what you can offer the Service on the enrolment form.

Parents are welcome to visit or call the Service at any time. If you have any talents or hobbies, we welcome and encourage to please share them with the children.

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

Enrolment Administration Fees

- A **non-refundable bond of \$50** is payable on submission of your enrolment forms to our service. This bond will be returned at the cessation of enrolment at our service if the account balance has been paid in full. If your account goes into arrears at any time, the account will be suspended and your bond used towards payment of the account.

Commencement Fees

- **2 weeks of full fees payable on commencement**– All accounts must be kept one week in advance. Two weeks fees are payable on commencement, with regular weekly/fortnightly payments to be made beginning the following week to ensure your account remains in credit.

Service Fees

- 0-2 years- \$102.00
- 2-3 years- \$101.00
- 3-5 years- \$99.00
- Before school \$22
- After school \$33

(Fees subject to change)

Accounts in arrears will be subject to care being cancelled.

Accounts

On your first week at our Service you will be required to pay your fees and you will receive a statement on next billing cycle.

Any change of financial income will alter your fee structure, please advise our Service and FAO (13 6150) if this occurs. Payment methods are Direct Debit, one off payments via Owna, Eftpos, Cash, Centrepay

Late Fees

If your child is collected from the Service after their allocated session end time, you may be charged a late fee which is \$15.00 first 10 minutes or flat rate of \$30.00 anytime over this. This will be added onto your account and is at the Director's discretion.

Attendance and Absence

Once a child is enrolled at the Service, payment of fees must be continued during the child's absence for illness, **public holidays**, holidays, etc. When a child is absent for any reason we must be notified. The Service is open for 52 weeks per year; the only period during which we are closed is Public Holidays. Dates will be advised. We offer 2 weeks half price holiday discount rate (Pro rata) per financial year, provided we are given a minimum of 2 weeks written notice, and fees are a minimum of 1 week in advance.

Allowable Absences

42 days per financial year

Waiting List

When our rooms have full enrolment, children's names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days to other days, this can be effective immediately provided the group enrolment is not full. If it is full the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted.

Notice of Withdrawal

It is our policy that all parents give 14 days notice before they withdraw from the centre. If notice is not given, two weeks of fees will be added onto your account: monies will be retrieved from two weeks fees paid in advance at enrolment.

Health & Safety

The Service provides a healthy and safe environment for children, Educators and families to grow and develop in – as such the Service has a health and safety and hygiene policy regarding illnesses and medications. Children with contagious illnesses are required to be kept at home and a doctor's certificate must be presented to show that the infection cannot be passed when the child returns to the Service.

Food Allergies

We are an allergy aware Service. Currently we have children enrolled who are anaphylactic, so Please do not bring any foods into the service from home, except fruit or vegetables. If you or your child consumes nuts or nut products before attending, please ensure hands are washed thoroughly when leaving home.

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

Illness

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

Medication

Educators will be able to administer medication to children who are recovering from illness.

A medication form must be completed and signed by parents before any medication will be given. All prescription medication must be prescribed for your child and not another family member- unless stated otherwise by a doctor's certificate. Medication must be in date and in its original packaging.

The medication must be handed to a Educator to store in a locked container in fridge. Please DO NOT leave medication in your child's bag.

The Educator who gives medication requires a medication form to be completed by the parent, e.g. tablets, mixture, creams.

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement. Panadol/neurofen will not be given for more than one day, unless a Dr or pharmacist letter accompanies the medication and the reason for its use.

Asthma

The Service aims to provide a safe environment for children who have asthma. It is Service policy that an "Asthma Record Plan" be completed by parents/guardians in consultation with the family doctor. It is also a requirement that the record plan be reviewed by your family doctor annually or as circumstances change. This must be completed and returned before enrolment commences. These will be available at the time of enrolment.

Sun Protection

Our Service's policy is "no hat, no play". This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be named. 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.

Accidents

In case of an accident or illness occurring at the Service, the Nominated Supervisor will contact parents if deemed necessary. 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, outlining the accident and signed by the Educators who observed and administered first aid, as well as any witnesses. The Nominated Supervisor's and parent's signature will also be required.

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. Also Educators will be trained in using the fire extinguishers that are in the Service. A emergency escape plan will be 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.

Children should be in a suitable child restraint when arriving and leaving the service premises by vehicle.

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 practises, the safety of building and equipment or general WHS, please contact the Nominated Supervisor immediately.

Educators

Suitable qualified Educators are employed in all age groups and the child Educators ratios are adhered to according to our legal requirements. We often work at above ratio requirements to provide a higher quality of care. All Educators will have their Senior First Aid Certificates, Working with Children Checks completed and attend monthly Educators meetings. Our Educators are regularly involved and encouraged to attend further development and training.

All of our Educators have had training and experience in the child care profession, with many of them currently undertaking further study. For further details on the qualifications of the Educators, please see our Nominated Supervisor.

Conclusion

We guarantee your child will have a happy, safe and secure relationship with the Service and its 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 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
Phone:	1800 181 088

Family Assistance Office

Phone: 13 6150

Australian Childhood Immunisation Register

Phone: 1800 653 809

Local Contacts

Forbes Community Health Service

02 6850 2233

Royal Institute for Deaf and Blind Children

Melinda Lloyd

02 9872 0826

Emergency Services

Police, Fire, Ambulance

000

Hospital

02 6850 7100

Fire Station

02 6851 1843

Local Immunisation Clinic

02 6850 2233

Informative Websites For Parents

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/

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
www.betterhealth.vic.gov.au/

Family Skills, Interests and Talents

We welcome all family members to our Service and we encourage when possible for families to be involved in your child's program. 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

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. Everything parents do interest children and these talks are the best educational resources you can provide for the Service. After occupational discussions we use it in our programming and the ideas explored from parent talks can last for weeks.

Your Home Culture

Your home culture is most welcomed 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.

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 re-hygiene and allergy) paper or anything interesting from your work is much appreciated.

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 copy 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

If you have any other suggestion or idea on how we best can work together in the Service and together with your child's program please let us know.

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.

Family name

Parent's full name:

Child/(children)'s name

Parent's full name:

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

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

Communication

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, 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 Program

Child's Name; _____

Date of Birth: __/__/____

Days attending:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

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 children often display differing behaviours, skills, and interests between home and Child Care. Your input provides us with more pieces of the puzzle in relation to getting to know your child and therefore planning appropriate experiences for them, which they will learn from and enjoy.

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

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

Cultural background of family members – immediate and extended:

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

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)

Routines - toileting, sleep, rest, nappy changes:

Are there any special instructions for nappy changes? Yes/No

If yes please explain

How will we know when your child is tired?

What helps your child fall asleep?

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

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

How could we assist your child in these areas?

What are your child's current interests (including food, play etc)?

How can we foster these interests at the Service?

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

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

Health/Medical History

Refer to Enrolment Form

Special Needs Information (in relation to your child's development and/or care required for your child)

Refer to Enrolment Form

This form will be sent out to you periodically throughout your child's enrolment at **Bright Beginnings** although please keep us up to date with any changes as soon as they arise, 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.

