

# Parent Handbook



# Introduction

Welcome to Angels Early Learning Finding a new education and care Service for your child can be a daunting task. At Angels Early Learning 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.

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.

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 them
- 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 safe, happy, secure and engaged
- Your child is not just looked after but really educated and cared for.
- Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

# **About Angels Early Learning**

Angels Early Learning is a newly established childcare centre dedicated to providing high-quality education and care for children from 6 weeks to 6 years old. Licensed for 104 children and owned by Angels Early Learning Pty Ltd, our centre operates under the stringent guidelines set by the Department of Education, adhering to national standards and local council regulations.

Our team of experienced educators is committed to fostering a nurturing, safe, and stimulating environment where children can thrive. We believe in creating a space that not only supports the developmental needs of each child but also encourages exploration, creativity, and learning through play.

Angels Early Learning emphasizes strong partnerships with families, recognizing that open communication and collaboration with parents are essential to each child's success. Our staff undergo continuous professional development to ensure they are equipped with the latest skills and knowledge, allowing us to deliver an exceptional standard of care and education.

In addition to our educational programs, we prioritize safety and hygiene across all operations. We are committed to maintaining an inclusive, diverse, and supportive environment that celebrates each child's individuality while ensuring they feel secure, valued, and engaged.

Angels Early Learning is here to support children and families every step of the way, setting a foundation for lifelong learning and growth.

# ACKNOWLEDGEMENT OF COUNTRY



At Angels Early Learning, we acknowledge the Traditional Owners of the land on which we work and play, and we pay our respects to Elders past, present, and emerging. We recognize their ongoing connection to the land, waters, and community, and we honour their culture and contributions to this region.

In our commitment to fostering respect, inclusion, and understanding, we embrace the richness of Aboriginal and Torres Strait Islander history and culture, and we incorporate these values into the learning environment for our children, staff, and families.



**BE EMPATHETIC**  
**BE RESPECTFUL**  
**BE RESILIENT**

**153 Raglan Street, Wallan VIC 3029**  
**[info@angelsearlylearning.com.au](mailto:info@angelsearlylearning.com.au)**  
**Phone: 03 5783 1750**

# PHILOSOPHY



## **Our Commitment to Child Safety**

We are dedicated to the safety and wellbeing of all children and young people, placing this as the core of our care and decision-making. With zero tolerance for child abuse, we are committed to providing an environment where children are both safe and feel safe, with their voices actively considered in decisions that impact their lives.

## **Cultural Safety for All Children**

We prioritize the cultural safety of Aboriginal children, children from diverse cultural and linguistic backgrounds, and children with disabilities. Every individual involved recognizes their vital role in ensuring the wellbeing and safety of each child through their actions and decisions, fostering a secure and inclusive environment for all.

## **Inclusive Care and Celebrating Diversity**

Our philosophy embraces cultural inclusivity and respect, valuing the diverse backgrounds of every child. The curriculum reflects multicultural perspectives, helping children appreciate different cultures and develop a strong sense of belonging. By fostering an inclusive atmosphere, we aim to nurture respect, empathy, and positive social connections among all children.

## **Holistic Development**

Angels Early Learning Centre is dedicated to fostering the holistic development of each child. This philosophy emphasises that children grow and learn best when their cognitive, emotional, social and physical needs are addressed in a balanced and integrated manner. The centre aims to support every aspect of a child's development through a well-rounded curriculum that encourages exploration, creativity and self-expression.

## **Constructivist Approach**

Angels Early Learning embraces a constructivist approach to education, where children build their understanding of the world through hands-on experiences and active exploration. This philosophy supports the idea that children learn best when they are encouraged to question, investigate and discover. Educators at the centre facilitate learning by providing opportunities for inquiry-based activities and encouraging children to connect new knowledge to their existing experiences.

## **Emphasis on Play-Based Learning**

Play is considered a fundamental component of the learning process at Angels Early Learning Centre. The centre's philosophy recognises that play is not only enjoyable but also a critical avenue for learning. Through play-based activities, children develop important skills such as problem-solving, social interaction and creativity. The centre provides a variety of play experiences, including structured and unstructured play, to support children's development and learning in a natural and engaging way.

## **Fostering Emotional and Social Growth**

The emotional and social well-being of children is a key focus of the philosophy at Angels Early Learning. The centre aims to create a nurturing environment where children feel secure, respected and valued. Educators work to build strong, positive relationships with each child, promoting emotional resilience and social skills such as empathy, cooperation and conflict resolution. The philosophy underscores the importance of creating a supportive community where children can build healthy relationships and develop a positive self-concept.

## **Commitment to Professional Excellence**

The philosophy of Angels Early Learning Centre emphasises the importance of professional excellence among educators. The centre is dedicated to employing qualified, skilled and passionate professionals who are committed to ongoing learning and development. Educators are encouraged to stay current with best practices in early childhood education and to continually refine their skills to provide the highest quality care and instruction.

## **Encouraging Independence and Self-Regulation**

Developing independence and self-regulation skills is a key goal of the philosophy at Angels Early Learning. The centre provides opportunities for children to practice making choices, managing their own activities and regulating their behaviour. Educators support this development by guiding children through routines and offering strategies for self-management. The philosophy emphasises the importance of helping children build confidence and self-reliance as they grow.

# CORE GOALS

At Angels Early Learning, we are dedicated to providing high-quality early childhood education and care, focusing on the holistic development of young children. Our mission encompasses a commitment to nurturing each child's cognitive, emotional, social, and physical growth within a supportive and engaging environment. Below, we outline our core goals and philosophy, which together create a comprehensive approach to early learning.

## **Promoting Cognitive Development**

One of our primary objectives is to stimulate and support children's cognitive growth. We create rich learning environments where exploration, experimentation, and engagement with age-appropriate materials thrive. By utilizing hands-on learning experiences, problem-solving tasks, and interactive play, we enhance critical thinking, early literacy, and numeracy skills. Our aim is to foster curiosity and a love for learning, establishing a solid foundation for future academic success.

## **Fostering Social Skills**

Social development is crucial at Angels Early Learning. We strive to create a community where children interact positively with peers, practicing sharing, cooperation, and empathy. We emphasise building strong, respectful relationships, providing a supportive environment where children can navigate social dynamics and forge lasting friendships.

## **Supporting Emotional Development**

Emotional growth is integral to a child's overall development. We provide a nurturing environment where children feel safe, valued, and understood. Our educators focus on helping children recognize and manage their emotions, develop self-regulation skills, and build self-confidence. Through individualized attention and positive reinforcement, we create spaces for children to express themselves freely and develop a healthy sense of self-worth.

## **Encouraging Physical Development**

Physical development is a vital aspect of our goals. We offer diverse activities designed to enhance both fine and gross motor skills. Fine motor activities, such as drawing and cutting, develop hand-eye coordination, while gross motor activities, including climbing and running, support physical strength and balance. By providing opportunities for active play and exploration, we promote healthy growth and physical well-being.



## **Fostering Creativity and Imagination**

Creativity and imagination are highly valued at Angels Early Learning. We encourage children to express themselves through art, music, drama, and imaginative play. These activities enhance creative skills while also supporting cognitive development and emotional expression. By nurturing creativity, we help children develop innovative thinking and a love for exploration.

## **Instilling a Love of Learning**

Our commitment to cultivating a lifelong love of learning is foundational. We achieve this by creating an engaging environment that captures children's interests and enthusiasm. Through interactive and hands-on learning experiences, children are encouraged to explore new ideas and ask questions, fostering a positive attitude towards education that lasts a lifetime.

## **Developing Self-Regulation and Independence**

We aim to help children develop self-regulation and independence through opportunities to make choices and complete tasks. Educators support this development by guiding children in activities that promote self-discipline and problem-solving skills. Our goal is to help children become confident, capable, and self-reliant individuals.

## **Promoting Cultural Awareness and Inclusivity**

Cultural awareness and inclusivity are central to our ethos. We strive to create a diverse environment where all children feel respected and valued. Our curriculum incorporates cultural diversity and celebrates various traditions, helping children appreciate different perspectives and fostering an inclusive community.

## **Supporting Language Development**

Language development is fundamental to our educational approach. We provide a language-rich environment where children are exposed to diverse verbal and non-verbal communication experiences. Through storytelling, conversations, and interactive activities, children enhance their vocabulary and comprehension. Our focus on early literacy helps build a strong foundation for future language success.



## **Strengthening Family Engagement**

Family engagement is vital to our philosophy. We recognize that parents and caregivers are crucial to a child's development and strive to build strong partnerships with families. This includes open communication, regular updates on progress, and opportunities for parental involvement. By fostering collaborative relationships, we support children's overall development and create a cohesive learning experience.

## **Encouraging Community Involvement**

We foster a sense of community and belonging by encouraging children to participate in local activities and events. Involving children in community projects helps them develop a sense of responsibility and connection to their environment, promoting civic engagement and understanding their role in the broader community.





# MISSION

At Angels Early Learning, our mission is to lay a strong foundation for children to thrive as unique individuals from infancy to preschool. We are committed to fostering holistic development through developmentally appropriate practices that cultivate self-concept, self-awareness, self-expression, respect, independence, and security. Our nurturing environment instills positive skills and values, inspiring a lifelong love of learning and empowering every child to reach their fullest potential.

# VISION

Our vision is to be recognized as the most trusted provider of early childhood education, dedicated to delivering exceptional care and enriching experiences for infants, toddlers, and preschoolers in our communities. We aspire to create a supportive, inclusive, and vibrant learning environment where every child can flourish and develop into confident, capable individuals.



# VALUES

**Enlightenment:** We inspire curiosity and a love for discovery in every child, creating engaging learning experiences that set the foundation for lifelong growth.

**Cultivation:** By nurturing a deep enthusiasm for learning, we encourage children to carry this excitement into their explorations, friendships, and achievements.

**Protection:** We prioritize safety and well-being, providing a secure, supportive environment where children feel confident to grow, learn, and thrive.





# Organizational Size and Structure

1. **Approved Provider:** Angels Early Learning Pty Ltd
2. **Centre:** Angels Early Learning Wallan
3. **Managing Director:** Kuldeep Kumar oversees the overall operations and strategy of the childcare center.
4. **Centre Manager/Nominated Supervisor:** Responsible for daily management and compliance with regulations, managing staff, and liaising with parents.
5. **Person in Day-to-Day Charge:** The Person in Day-to-Day Charge (PDDC) oversees daily operations, ensuring child safety and staff supervision.
6. **Educational Leader:** Guides the educational programs and ensures quality learning experiences for children.
7. **Kitchen Staff:**
  - **Chef:** Prepares meals and ensures nutritional standards.
8. **Early Childhood Teachers:** Each teacher leads a room, providing educational activities tailored to the children's needs.
9. **Educators:** Support the teachers in delivering the curriculum and supervising children.
10. **Room Leaders:** Each room has designated room leader responsible for maintaining safety and fostering a positive learning environment.

## Room Allocation:

- **Room 1 (57m<sup>2</sup>):** Capacity of 16 children
- **Room 2 (42m<sup>2</sup>):** Capacity of 12 children
- **Room 3 (64m<sup>2</sup>):** Capacity of 16 children
- **Room 4 (54m<sup>2</sup>):** Capacity of 16 children
- **Room 5 (73m<sup>2</sup>):** Capacity of 22 children
- **Room 6 (74m<sup>2</sup>):** Capacity of 22 children

This structure ensures compliance with regulatory requirements and effective management of Angels Early Learning Wallan, fostering a nurturing environment for children's growth and development.

In Australia, the National Quality Framework (NQF) establishes specific ratios for educators to children in early childhood education settings. These ratios are crucial to ensure that children receive adequate supervision and quality care.

# Educator-to-Child Ratios

1. **Children under 24 months:** 1 educator for every 4 children.
2. **Children aged 24 months to 3 years:** 1 educator for every 4 children.
3. **Children aged 3 years and above:** 1 educator for every 11 children.

## Educator's roles and responsibilities

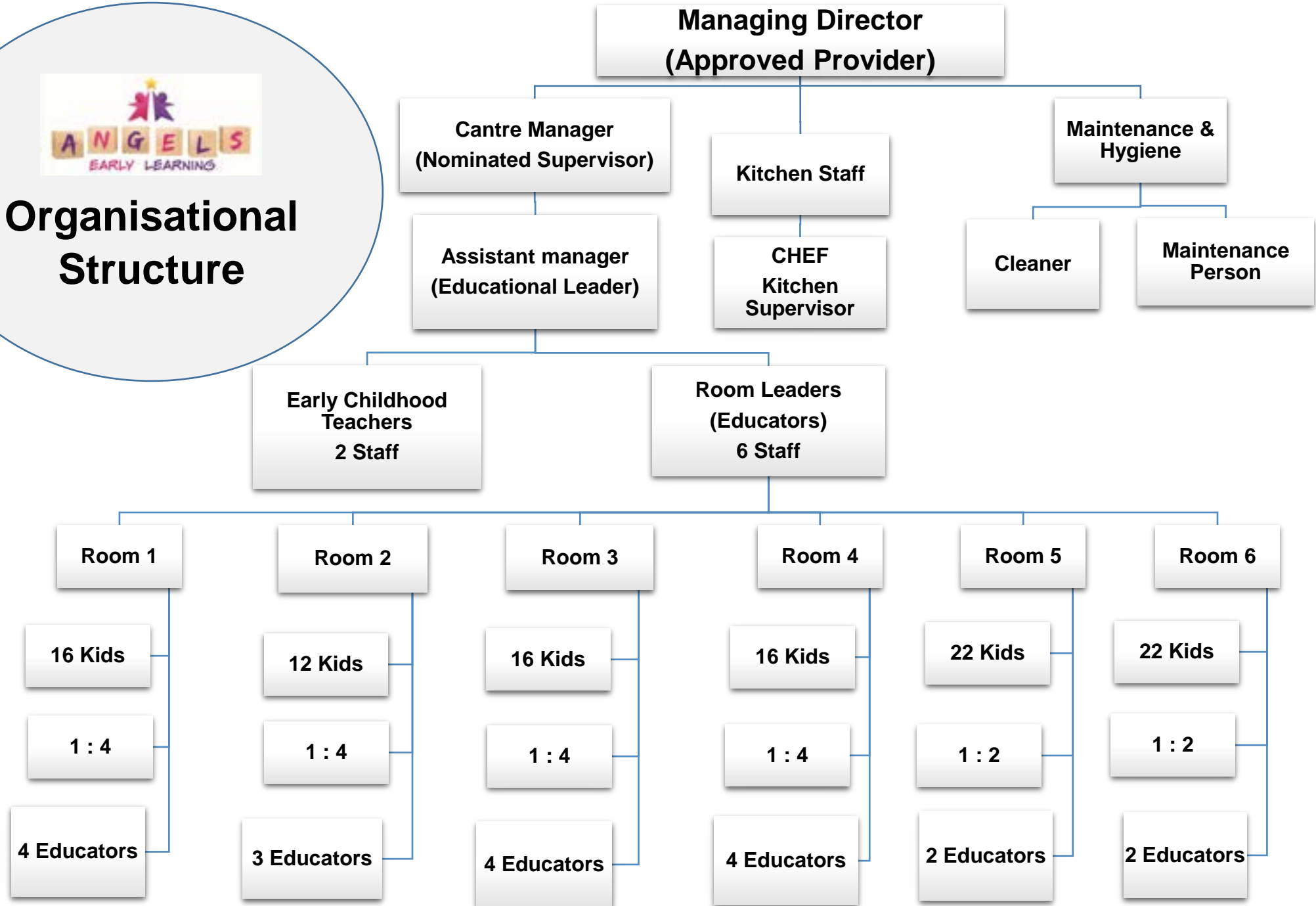
At Angels Early Learning, educators play a vital role in fostering a nurturing and educational environment through various key responsibilities:

- ❖ **Curriculum Development:** Design and implement a play-based curriculum tailored to meet the developmental needs of each child, encouraging exploration and creativity.
- ❖ **Safety and Well-Being:** Prioritize the safety and health of all children by adhering to emergency procedures and hygiene practices, creating a secure environment for learning.
- ❖ **Positive Interactions:** Build meaningful relationships with children, ensuring open communication with families about their child's progress and well-being.
- ❖ **Team Collaboration:** Collaborate effectively with colleagues, engaging in ongoing professional development to enhance teaching practices and support one another.
- ❖ **Record Keeping:** Maintain accurate attendance and child development records, ensuring compliance with policies and regulations to track progress and inform future planning.
- ❖ **Inclusivity:** Embrace and support the diverse needs of all children, integrating their cultural backgrounds into the learning experience to promote acceptance and understanding.
- ❖ **Professionalism:** Exhibit professionalism in all interactions, actively reflecting on teaching practices to identify areas for improvement and growth.

These responsibilities are essential for creating an enriching environment that supports the holistic development of children and engages families in their learning journey.



# Organisational Structure



# Service Operations

## Hours of Operation

Angels Early Learning operates from Monday to Friday, providing a supportive and engaging environment for children during the following hours:

**Monday to Friday**

**6:30 AM to 6:30 PM**

## Opening and Closing the Centre

At Angels Early Learning, we are dedicated to creating a safe and nurturing environment for all children, staff, and parents. To achieve this, we focus on ensuring that our opening and closing procedures are executed with the utmost efficiency and effectiveness.

Our protocols include the following key elements:

- **Supervision and Engagement:** We prioritize child safety by ensuring that a minimum of two qualified staff members are always present on-site. This allows us to provide continuous

supervision and engage meaningfully with the children, fostering their development and well-being.

- **Thorough Facility Checks:** Before leaving the premises each day, our staff conducts comprehensive checks of all areas within the centre. This process includes verifying that all doors and windows are secure and that the environment is safe and ready for the next day.
- **Sign-Out Procedures:** We have implemented a meticulous sign-out process for all children. Staff ensure that every child is accounted for and has been officially signed out of the centre before the end of the day. This procedure not only enhances security but also provides peace of mind for parents, knowing that their children are safely accounted for.

Through these measures, Angels Early Learning upholds our commitment to providing a secure and protective environment, prioritizing the safety and welfare of everyone in our care. We believe that a well-organized approach to our operational procedures is essential for fostering a positive and supportive atmosphere for children, staff, and families alike.

## Priority of Access

Where limited vacancies are available, we may prioritise enrolling a child who is at risk of serious abuse or neglect, or who is a child of a sole parent who satisfies, or parents who both satisfy, the

activity test through paid employment. Within these categories we may also prioritise children in:

- Aboriginal and Torres Strait Islander families
- families with a disabled person
- families on low incomes
- families from a non-English speaking background
- socially isolated families
- Single parent families.

## Services Offered

- Long Day Care
- Morning Tea
- Pre-school Program
- Lunch

## Age Groups

The Service has six rooms which promotes a spacious, warm and inviting environment for all our children at the Service. The rooms are:

- 6 weeks to 1 year
- 1 - 2 years
- 2 - 2.5 years
- 2.5 – 3years
- 3 – 4 years
- 4 - 5 years

## Bond

On enrolment we will require a bond of **1 week's full fees** per child less any Child Care Subsidy to which families are entitled. This is to be paid before your child commences at the Service, and

is refundable when your child ceases care unless it is applied to any outstanding fees.

## Service Fees

Our current fees are included in our Fees Policy and on our website.

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

Accounts in arrears may result in your child's place being cancelled. Please speak with the Nominated Supervisor confidentially as soon as possible if you experience financial difficulties to discuss fee payment arrangements.

## Accounts

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

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (03 5783 1750) if this occurs. Payments will only be made by direct debit or EFTPOS.

## Late Fees

If your child is collected from the Service after 6.30pm, you will be charged a late fee which will be added to your account. Please refer to our Fees Policy for more information



## 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 for fifty two weeks per year; the only period during which we are closed is Public Holidays and two weeks at Christmas. Dates will be advised.

## 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, 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. There is a \$50 waiting list fee per child.

## Notice of Withdrawal

Four weeks written notice is required to end a permanent booking at the service, if families do not provide this notice, they will be charged 4 weeks' fees. The Nominated Supervisor may also suspend or terminate a child's enrolment after providing 4 weeks' notice, unless they believe the child's behaviour poses an unacceptable risk to the welfare and safety of other children and

educators, in which case no notice period is required.

As per policy, 4 weeks' notice is required if a child no longer requires a casual place which has been booked (This will depend on case by case, after assessment notice period can be reduced). **If this notice is not provided, families will be charged for the session.** There may be instances where cancellation occurs as a result of an emergency or other special circumstance. The Nominated Supervisor has the discretion to waive the termination fee in these situations.

## Our Policies and Procedures

Our policies and procedures are available in the policy/procedure folders located in the bookshelf under the sign in sheets. Please feel free to look and provide feedback on our policies at any time.

## Communication and Parents /Guardians

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.

## 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.

**There is an opportunity given below (in particular section) to tell us what type of communication do you prefer.**

**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 notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Regular 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 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).

## **Confidentiality 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.

## **Contact information**

It's essential that we have your current home and work contact details, and those of your emergency contacts, in case we need to contact you urgently ie there is a local emergency or your child has been involved in an incident. Please advise us as soon as possible when these change.

## **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 the Centre director or nominated supervisor, or put this in writing. 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**

Child Care Subsidy (CCS) 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 see our Fees Policy, or speak to our Nominated Supervisor or Centrelink on 136 150.

## **Allowable Absences**

Under the CCS, families are allowed 42 absence days per child, per financial year. These 42 allowable absences can be taken for any reason,

including Public Holidays and when children are sick, without the need for documentation. Further information is available from Services Australia.

## **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. An emergency escape plan will be displayed in every room.

## **Health & Safety**

The Service provides a healthy and safe environment for children, Educators and families—please refer to our policies covering child protection, nutrition, hygiene, medication, water and sun safety, and infectious diseases. Children and staff with contagious illnesses must not attend the Service. A doctor's certificate must be presented to the service when a child returns showing an infectious illness is no longer contagious.

## **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/area.

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.

# **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 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 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.
- 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. 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 extra changes)
- A hat – a full brimmed wide hat.
- A security item for rest time.

## **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.

The Service only has a limited supply of spare clothing. Please supply at least one change of

clothing and underwear (for those children out of nappies) in case of accidents. Toddlers should have about three complete changes of clothing and plenty of training pants.

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

**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.**

## **Sun Protection**

Our Service's policy is "no hat, no play" where UV levels are 3 or higher. 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.

## **Belongings**

Please ensure all belongings are clearly labelled including 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.

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. A soft toy or security item for rest time is acceptable.

## **Lockers**

Each child is allocated a locker. Please place bags etc in your child's locker. If your child attends less than five days per week, they will share their locker with another child.

## **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.

Each 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.

## **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.

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.

## **Child Protection**

We take Child Protection matters very seriously and are committed to the Child Risk Management Strategy in our Child Protection Policy.

If you know or suspect a child could be suffering Child Abuse in the form of neglect, physical abuse, sexual abuse, emotional abuse or domestic violence refer to our Child Protection Policy, procedures and Strategy and please report to the Approved Provider or Nominated Supervisor.



## **Education, Curriculum and Learning**

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

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.

We welcome and encourage family input and news/weekend sheets can be placed in 'News Box'.

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.

### **Excursions**

We believe going on regular excursions offers children different opportunities to promote and extend their learning, and to connect with their community. We will always prepare a risk assessment (available to view) and obtain parents'

authorisations before taking any child on an excursion.

## **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.**

## **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 needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots for babies/toddlers and stretcher beds for older children. In relation to babies and toddlers, educators must always implement the safe sleep practices recommended by Red Nose and outlined in our Sleep, Rest, Relaxation and Clothing Policy, unless a doctor has provided written guidance to implement alternate practices for medical reasons. 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. Please

## **Court Orders**

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

## **Arrival and Departure**

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

## **Birthdays**

At Angels Early Learning, we are proud to celebrate your child's special day with a customized birthday cake prepared by our talented centre chef. This service ensures the cake is safe, inclusive, and suitable for all children, including those with allergies or special dietary requirements.

Please note that a small cost may be involved, which parents can arrange directly through the Centre Director. We are delighted to make your child's birthday memorable and look forward to celebrating this joyful occasion with your family.

## 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 its original container with the original label, have the child's name on the label, and have 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.**

Please note

We do not accept written or verbal authorisations to administer Over-the-Counter pain relief medication like Panadol

OR

We only accept written authorisations to administer Over-the-Counter pain relief medication, including Panadol, where parents authorise this in writing. We do not administer pain relief medication if parents authorise us to do this over the phone.

### **Medical Conditions including asthma & anaphylaxis**

The Service aims to provide a safe environment for children who have identified health care needs

and medical conditions, including but not limited to asthma and anaphylaxis triggered by **food allergies** or other products/items. It is a legal requirement and Service Policy that a Medical Management Plan be completed by the child's doctor before they commence at the Service, or as soon as a condition/health care need is diagnosed. 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 Medical Risk Minimisation Plan based on information in the Medical Plan in consultation with families, together with and a Medical Communication Plan to ensure parents can easily provide updates about their child's medical needs.

**Parents are responsible for providing a new Medical Management Plan from the doctor when necessary.**



# 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 current Working with Children Checks and attend monthly Educators' meetings. Our Educators are continually evaluating how our curriculum meets the education needs of each child and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.



## Volunteers

At Angels Early Learning, we prioritize the safety and well-being of all children in our care. As such, any parent or volunteer assisting staff at the centre must hold a current and valid Working with Children Check (WWCC).

This ensures a safe and compliant environment for everyone involved. We appreciate your cooperation and commitment to maintaining the highest standards of child safety.

For further details, please see our Nominated Supervisor.

# Conclusion

We are dedicated to ensuring your child has a happy, safe, and secure experience in our care. From their very first day, we focus on making them feel comfortable, valued, and excited to be here. Our nurturing environment is thoughtfully designed to meet their emotional and developmental needs, creating a positive experience every day.

Safety is at the heart of all we do. We take every precaution to provide a secure space where children can explore, play, and learn with confidence. Our educators are fully trained in child safety, and we maintain the highest standards to support their well-being.

Our educators are not just caregivers but skilled professionals who take the time to build meaningful relationships with each child. By understanding their unique needs, interests, and abilities, we provide personalized attention, fostering confidence, growth, and joy.

# **Important Contacts and Information for Families**

## **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 Education and Care Services Law and Regulations.

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) which ensures the the quality and safety of early childhood education and care across Australia.

## **Department of Education and Training**

[www.education.vic.gov.au/childhood/providers/regulation](http://www.education.vic.gov.au/childhood/providers/regulation)

Email: [licensed.childrens.services@education.vic.gov.au](mailto:licensed.childrens.services@education.vic.gov.au)

Phone: 1300 307 415,  
Address: GPO BOX 4367,  
MELBOURNE VIC 3001

## **Other Government Contacts include:**

Centrelink families line (Family Assistance Office)

Phone: 136 150

Australian Childhood Immunisation Register

Phone: 1800 653 809

Our Service has a parent library with resources you may find helpful. We also provide families with current information on child and family wellbeing resources and services, including those accessible in the local community.

## **Local Community Contacts**

### **Community Health and Resource Service**

Mitchell Shire Council

113 High Street

Broadford VIC 3658

Phone: [03 5734 6200](tel:0357346200)

[mitchell@mitchellshire.vic.gov.au](mailto:mitchell@mitchellshire.vic.gov.au)

### **Hospital**

The Kilmore & District Hospital

Anderson Road, Kilmore VIC 3764

Phone: 03 5734 2000

Email: [KilmoreWeb@kilmorehealth.org.au](mailto:KilmoreWeb@kilmorehealth.org.au)

Website: <https://www.kilmoredistricthealth.org.au>

### **Wallan Immunisation Clinic**

Wallan Family and Children's Centre,

71 Stanley Street, Wallan VIC 3756

Phone: 03 5734 6200

Email: [immunisation@mitchellshire.vic.gov.au](mailto:immunisation@mitchellshire.vic.gov.au)

### **Fire/Ambulance/Police**

Dail 000

## **Informative Websites for Parents**

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



## **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 the next page to the Nominated Supervisor.

Thank you.







## **Acknowledgment of Handbook and Commitment to the Service**

I acknowledge that I have read and fully understand the contents of this Handbook. I recognize the importance of the information provided and am aware of the responsibilities I am undertaking as part of my involvement with the Service. I commit to adhering to the guidelines and policies outlined in this document to ensure a positive and supportive experience for my child and for the Service as a whole.

Child/(children)'s name \_\_\_\_\_

Parent's full name: \_\_\_\_\_

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

_____	_____
_____	_____
_____	_____
_____	_____

## **Communication**

Please indicate the best way to communicate with you:

- Social media, Newsletter
- Phone calls to your work
- Emails, Letters
- Face to face

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 Remember**

**We encourage family participation and involvement in the Service.** This allows you to see firsthand 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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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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Are there any special Instructions for nappy changes? Yes/No

If yes please explain

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

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How will we know when your child is tired?

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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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What helps your child fall asleep?

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1. How could we assist your child in these areas?

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How can we further develop your child's strengths at the Service?

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2. What are your child's current interests?

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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.

How can we foster these interests at the Service?

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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.

3. What do you feel are your child's current strengths?

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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?





EARLY LEARNING