



HATCHLINGS

Early Learning Centre

CABOOLTURE

Family *Handbook*

Christian Education and Care

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Table of Contents

- Welcome	p. 3
- Our Commitment	p. 3
- Service Values	p. 3
- Philosophy Statement.....	p. 4
- Educators	p. 5
- Students and Volunteers	p. 5
- Open Door Policy	p. 5
- Room Numbers	p. 5
- Hours of Operation.....	p. 5
- Fees	p. 6
- Bond	p. 7
- Childcare Subsidy	p. 7
- Complying Written Arrangement	p. 7
- Priority of Access	p. 8
- Absences	p. 8
- Overdue Fees	p. 8
- Intent to Withdraw Child from Service	p. 8
- Collection of Children after end of session/closing time	p. 9
- Arrivals and Departures	p. 9
- Educational Programs and Practice	p. 10
- Christian Philosophy and program	p. 11
- What to Bring	p. 13
➤ Nursery	
➤ Toddlers	
➤ Juniors	
➤ Pre Kindy	
- Kindergarten Program	p. 13
- What to Bring	p. 14
➤ Kindergarten	
- How to prepare your child for prep	p. 14
➤ Encourage your child's independence	
➤ Daily Routines	
- Behaviour Guidance	p. 15
- Excursions and Incursions	p. 15
- Newsletters & Notices	p. 15
- Toys form home	p. 15
- Meals and Nutrition	p. 15
- Nuts and eggs	p. 16
- Birthdays	p. 16
- Emergency Evacuation	p. 16
- Health and Infection Control	p. 16
- Medication	p. 16
- Injuries	p. 16
- Hygiene and Safety	p. 17
- Harmful plants	p. 17
- Soiled Clothes	p. 17
- Plastic Bags	p. 17
- Exclusion table	p. 18
- Contacts	p. 19
➤ Office of Early Childhood Education & Care	
➤ Approved Provider & Service Details	

Welcome

Welcome to Hatchlings Early Learning Centre Caboolture! We are a privately owned and operated service. Originally beginning the journey as Caboolture Christian Children's Centre in 2009, we changed ownership in 2023. We are committed to carrying on the long-standing values and philosophy of the service with our dedicated and passionate team of Educators. We are excited to be a part of your journey in supporting and nurturing your family into the future and taking the Centre to a new level of Christian Education and Care.

Our Commitment to Families and Children

We are committed to working in partnership with families to ensure the provision of the highest quality, inclusive, child-centred, family orientated, early education and care. We will ensure the development of caring and trusting relationships by nurturing children in an environment of Christian love. Educational programs will be developed to reflect each child's culture, abilities, strengths, knowledge and interests; the rights of each child will be respected, and their individual needs supported through the provision of holistic play-based curriculums that support the social, emotional and spiritual development of each child. Hatchlings Early Learning Centre is committed to continuous improvement in all aspects of service provision and we are always happy to hear from you on how we are doing to ensure that we are held accountable to these commitments.

Our Values

As a team we will meet
the needs of the
children, families, fellow
team members and
community with
Professionalism, Passion,
Positivity & Love

Hatchlings Centre Philosophy

LOVE IN ACTION

Hatchlings Early Learning Centre bases its philosophy of care on core Christian beliefs from the Bible, which are woven into our programs, interactions, and day-to-day practices. We view every child as a unique and precious gift from God.

With that in mind, we strive to meet the needs of the children, families, staff, and wider community with passion, positivity, professionalism, and love. Together, we aim to ensure every child feels a deep sense of belonging, develops a strong identity, and becomes a confident, engaged learner.

LOVE FOR LEARNING

Educators purposefully support children's learning with a holistic approach through a play-based learning program - supporting each child in their individual interests, strengths and abilities. Christian beliefs are shared throughout the curriculum in a respectful, inclusive way. We align our program with the National Quality Standards, the Early Years Learning Framework, Queensland Kindergarten Learning Guidelines, and input from families, professional partners, and our Christian Curriculum. The planning cycle is regularly reviewed and updated based on feedback from families, the community, leadership, and educators. Predictable routines and rituals are embedded in the program to enhance children's learning experiences.

LOVE FOR EACH OTHER

Our educators interact positively with children, building relationships that respect and value each child's rights, in alignment with our service philosophy and the ECA code of ethics, and the rights of a child. Through inclusive, equitable practices, educators model Christian values and nurture meaningful interactions, encouraging all children to form healthy relationships with others. They help children learn to regulate their behaviour and resolve conflicts effectively, ensuring that everyone feels safe, secure and supported.

CARING EDUCATORS

Educators work together respectfully to provide consistent, high-quality education and care. They value each other's strengths and diversity, reflect on their practices regularly, set professional goals, support one another, and pursue ongoing learning. They build relationships with children and their families

HEALTH AND WELLBEING

We are committed to fostering the physical, emotional, and spiritual wellbeing of every child under our care. Our approach includes promoting protective behaviours and awareness, encouraging physical activity, minimising risks, effectively managing illness and injury, maintaining high standards of hygiene, and ensuring children receive appropriate sleep, rest, and nutrition. We strive to create an environment where each child feels safe, secure, and supported, while building resilience and self-confidence. Children are guided to take responsibility for their own health and wellbeing, through our play-based learning programs. Our team remain vigilant in identifying and responding to any concerns regarding abuse or neglect.

LOVE FOR THE ENVIRONMENT

As Christians, we believe that caring for the world God created is our responsibility. Our centre aims to inspire children to develop social responsibility and respect for their environment by understanding the impact we have on both living and non-living aspects of the land. We will offer inclusive, adaptable, and meaningful play areas that promote exploration, investigation, problem-solving, and support sustainable practices. We strive to form active links with families and the wider community so that we can collaborate in achieving these goals.

SUPPORTIVE LEADERSHIP

We are dedicated to continuous improvement through a supportive and caring leadership team, alongside efficient management, and administrative systems. Our approach fosters a culture of reflective practice and the continuous development of policies and procedures that adhere to the current Education and Care Services National Law and Regulations. We firmly believe that this philosophy directs every facet of our service practices and procedures, serving as a guiding principle for all our service-related decisions.

FAMILIES & COMMUNITY CONNECTIONS

We are committed to creating a culturally inclusive environment where every family feels genuinely welcomed, respected, and valued. From the moment of enrolment, we prioritize understanding and celebrating each child's unique cultural identity, interests, strengths, and abilities. Recognizing families as the primary teachers in their children's lives, we foster open, ongoing partnerships that honor each family's heritage, beliefs, and traditions. We acknowledge Aboriginal and Torres Strait Islander peoples as the traditional custodians of this land and extend our respect to Elders past, present, and future, ensuring inclusive practices that acknowledge and celebrate all cultures represented in our community.

Educators

This Service employs qualified, caring and passionate Educators who are committed to the Centre Philosophy, Child Safety and attend regular in- service training to ensure that they continue to comply with all National Laws, Regulations, National Quality Standards and Service Policies. Our Educators are committed to delivering quality early education and care to children by implementing the practices, principles and learning outcomes underpinning the Early Years Learning Framework.

Lead Educators receive non-contact time each week to plan and document their program. Correct educator: child ratios are always maintained, and a roster showing the names of Educators caring for your child throughout the day is displayed. Educator's names, positions and qualifications are placed on the noticeboard in the reception area of the Service for your information.

Students and Volunteers

As a professional Service, we would like to share our knowledge and learning experiences with others and therefore, welcome students throughout the year seeking practical work experience. All students and volunteers are supervised and may be from TAFE, Universities, Private Colleges or High Schools. All Volunteers and students are required to complete Child Safe Training before commencing in the service.

Open Door Policy

This Service has an Open-Door Policy and welcomes family and community members to visit the Service at any time. We encourage parents, guardians, and the wider community to participate in and enrich the children's experiences by sharing their expertise and talents. Please contact the Services Nominated Supervisor if you are able to contribute to the children's learning experience in any way or if you would like to spend some time with children during their day.

Rooms and Ratios

This Service has 5 rooms, which have been arranged to comply with our Service Approval.

<i>Nursery – Gillas</i>	<i>Birth</i>	-	<i>24 months</i>	<i>1:4 ratios</i>
<i>Toddlers – Burgas</i>	<i>15 months</i>	-	<i>24 months</i>	<i>1:4 ratios</i>
<i>Juniors – Gigums</i>	<i>2 years</i>	-	<i>3 years</i>	<i>1:5 ratios</i>
<i>Pre Kindy – Kakkars</i>	<i>2.5 years</i>	-	<i>4 years</i>	<i>1:5/ 1:11 ratios</i>
<i>Kindergarten –Durra's</i>	<i>3.5 years</i>	-	<i>5 years</i>	<i>1:11 ratios</i>

Hours of Operation

The Service's hours of operation are 6:00am to 6:00pm Monday to Friday, and the Service will be closed on gazetted Public Holidays only. The service will close at 4pm if Christmas eve falls on a Friday. Families will only be charged a maximum fee of the hours that we are open for on this day. Any changes to operation will be notified to families asap.



Available Sessions of Care & Associated Fees

Please note: Your approved Child Care Subsidy (CCS) hours of care will be used to determine the sessions of care available to you. All session fees include the provision of all meals, nappies (where required) and sunscreen.

PLEASE REFER TO THE FEE SCHEDULE IN YOUR ENROLMENT PACK FOR DETAILED FEES FOR EACH GROUP

Holidays: Each child is eligible to 10 days holiday discount per year where each routine booking is charged at 35% of the full session fee. Parents/Guardians must give **2 weeks written notice** to be eligible for the discounted rate you must also be signed up for a direct debit so that your fees are paid while you are away and be enrolled for 2 or more permanent days.

Public Holidays: Fees are charged as normal absences

Sick Days and Absences : If your child is away from sickness or a general absence you will be charged at the normal rate. Each family has 42 eligible absences (this includes holidays) that will be subsidised by Centrelink. After 42 absences are accrued full fees will be applied. Additional absences after that will require a medical certificate to receive 10 additional absences.

Kindergarten Program Additional Fee Subsidy: Children in the Kindergarten Program are eligible for 15 hours Free Kindergarten covered by the Queensland Government. You will be given more information about this if you are enrolled in the Kindergarten Room. All attendance around the 15 hours will be charged and CCS will be applied if eligible.

Additional Fees:

Payable upon enrolment	
Enrolment Fee	\$50.00 – Non-refundable (<i>includes centre hat, t-shirt, drink bottle and bag, security tag</i>) SECURITY TAG TO BE RETURNED WHEN YOU LEAVE
2 weeks advanced	Fees must be paid 2 weeks ahead at all times to keep your booking secure
Additional Security Fob	\$10.00 – refundable deposit

Cashless Service

This service is a cashless service – this is a government requirement as we are not allowed to take cash for childcare fees. Fees are to be paid weekly or fortnightly and can be made by Eftpos or Direct Debit from your nominated account set up through Kidsoft. Eftpos payments can be made at reception (only authorised Service staff can process these) and a receipt will be provided. As per current regulatory requirements, all families will be issued with a weekly statement of childcare usage which includes a record of all sessions of care provided, the full fee charged per day of care provided, the Child Care Subsidy (CCS) paid by the Australian Government, and payments received.

Fee Increase

Fee increases are scheduled for January and July of each year, these will only be implemented when necessary and the dollar amount of each increase to fees will reflect the ongoing rise in the running costs of the service, i.e. electricity, water, petrol, wages, regulatory changes, annual CPI increases and the ongoing maintenance and improvement of the Service. Fee increases are necessary so that we can continue to provide the ongoing high-quality care and excellence that families are accustomed to.

Hats, Water Bottles and T-Shirts

There centre has additional hats and T-shirts for sale for \$15.00 each and drink bottles for \$5.00. You can ask for these at the counter. Every child gets one of each with their initial enrolment.

Child Care Subsidy

Full Fees will be required if you DO NOT have a connection to Centrelink's child care subsidy.

Families may be eligible for childcare fee relief (CCS) through the Australian Government. Information of how to apply for the Child Care Subsidy can be accessed at www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy. Child Care Subsidy is calculated by determining 3 factors:

1. how much 'work related' activity you and your partner undertake each fortnight. Work related activity relates to full time and part time work, study and volunteering; work related activity also includes the time it takes you to travel to and from your place of work or study and your lunch break. The CCS entitlement is calculated on the lesser activity figure for a member of a couple;
2. Your total combined family income;
3. The amount of early education childcare undertaken.

If you require further information or assistance, please enquire at Reception.

Complying Written Arrangement (CWA)

It a legislative requirement under the Family Assistant Administration Act that the parent/guardian and the service provider, enter into a 'Complying Written Arrangement' (CWA) prior to commencement. The CWA is to include the follow:

- a. The name and contact details of the parties to the arrangement;
- b. The date the arrangement was entered into;
- c. The name and date of birth of the child to whom session of care are proposed to be provided;
- d. Whether care will be provided on a routine basis under the arrangement, and if so:
- e. Details about the days on which sessions of care will usually be provided; and
- f. Usual start and end times for these sessions of care;
- g. Whether care may be provided on a casual or flexible basis under the arrangement (either in addition to, or instead of, being provided on a routine basis);
- h. Details about fees proposed to be charged to the individual for the sessions of care provided under the arrangement and that the parties expressly understand that fees may vary or increase from time to time.

(Family Assistance Act: CWA definitions - Secretary's Rules 2018)

The requirements of the CWA are included in the enrolment form; however, after your child's enrolment has been processed, you will also be provided with a one paged, detailed CWA that is generated via our childcare management software. You will be required to sign this agreement and a copy will then be provided to you.

Priority of Access

The demand for childcare sometimes exceeds supply in some locations. For this reason, the Commonwealth Government has set Priority of Access guidelines for allocating places to families who have the greatest need for childcare.

There are three levels of priority which childcare services must follow:

- Priority 1: *A child at risk of serious abuse or neglect.*
- Priority 2: *A child of single parent who satisfies or of parents who both satisfy, the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.*
- Priority 3: *Any other child.*



Absences

Fees are payable for all absences.

There is a 35% discount for Holidays up to 2 weeks per financial year and a request for reduced holiday rates must be made in writing 2 weeks prior to your holiday. You will be required to have a direct debit set up to be approved for the holiday discount.

Please contact the Service by 8.00am if your child is going to be absent for any reason or post the absence through the childcare software app. CCS allows for 42 absence days per calendar year. You can access a further 10 additional absences if you have a medical certificate for proof of absence. To claim these days and the CCS payment, you must confirm and sign for the absence day/s at the check in (the attendance software used by the service). Full daily fees (not subsidised fees) will be charged for absences that are not confirmed and signed for or any over 42 absences without medical certificate. You must attend on your first and last day of enrolment otherwise you will be charged a full fee for that day which is in line with CCS laws of attendance.

Overdue Fees

Fees are to be always kept up to date and 2 weeks in advanced. If fees become overdue by more than 2 weeks and **no contact has been made with Service Administration** to arrange payment of the outstanding amount, your child/ren will not be able to attend the Service until the account is paid in full. Unfortunately, if fees remain outstanding and no arrangements put in place to commence repayments, enrolment will cease, and the Service will have no option except to cancel the enrolment and commence legal action.

Intent to Withdraw Child from Service

Two weeks written notice is required if you intend to cancel your enrolment and withdraw your child from the Service. 4 weeks written notice is required between September and December to ensure we can arrange staffing through the holiday period. The Service is unable to claim any Childcare Subsidy (CCS) on your behalf to offset your full daily fees if your child is not in attendance for the final 2 weeks of care. This is referred to as Cessation of Care and is a CCS compliance requirement – therefore your child will be expected to attend the Service during this two-week period and must attend on their last day of care to avoid being charged full fees. Any other outstanding fees owing will need to be paid in full prior to your child's last day of attendance. If you **do not give 2 weeks prior notice** of your intent to leave the Service and you withdraw your child/ren immediately, you will be required to **pay full fees** for the required two-week notice period.

Collection of Children after end of Session/Closing Time

If in extreme circumstances you are unable to pick up your child before the end of your child's session of care/closing time (eg vehicle break down), it is your responsibility to arrange someone to collect your child, and to notify the Service of the delay. A **late fee** of \$1.00 per minute will be charged if children are collected after the end of your child's session of care/closing time. It is important that you can contact a relative, friend or neighbour (the emergency contacts as identified on your enrolment form) who will be able to collect your child if you are ever unable to do so.

Don't ever leave another child unattended in your vehicle during pick up and drop off and ensure that you have the correct car seating and harnesses to ensure the safety of your child.

Arrivals and Departures

It is a legislated requirement of the Child Care Subsidy that you sign your child into and out of the Service each day record, and to record the start and finish times on the attendance record (KIOSK software on the iPads/tablets). If you do not sign your child in or out of the service for a session of care, your CCS fee reduction will not be payable, and you will be liable for full fee payment of that day.

Signing your Child into and out of the Service each day is also a safety requirement. The Sign In/Out Registers are the Service's record of who attends the Service in the case of an emergency evacuation.

On arrival take your child to the teacher and say "Goodbye" to your child. The most valuable way you can help your child settle is to adopt a calm, happy and positive approach to child/parent separation. On departure let Educators know you are taking your child and sign and record departure time on the attendance record (Administration Staff will show you how to use the Sign In/Out device/software which is located in the Reception Area).

Children must be accompanied by a parent or authorised responsible adult (i.e. over 18 years of age). If you require someone not listed as an 'Emergency Contacts' on your child's enrolment form to collect your child (eg a grandparent visiting from interstate) the parent/ guardian must notify the Service of the arrangements and provide details of the person, including full name and their relationship to your child. The person collecting your child will be required to show Educators photographic identification such as a Licence. If someone comes to collect your child and is not on the emergency contact list, and we have not been notified of a change we will not be able to let your child leave until we have confirmation by an authorised contact on the enrolment system.

It is also important that Administration staff record any custody orders on enrolment forms to ensure your child's safety. Documentation must be from a court and must be current. Educators will be informed of this information, and it will remain confidential.

Educational Programs and Practices

Educational programs delivered at the Service will be developed to align with the Early Years Learning Framework, also known as the EYLF. The EYLF was developed specifically for children aged from birth to 5 years which has been recognised as a vital time in a child's life for them to learn and develop socially, emotionally and cognitively. The EYLF ensure all children receive quality educational play-based programs within the early childhood setting which will be engaging and inclusive and will build success for each child's future.

The Service will work in partnership with families, who are recognised as a child's most influential educators, to develop learning programs that have been initiated by children's ideas, interests, experiences, strengths and abilities.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming:

Belonging - Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local and global communities. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being - Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children being in the here and now

Becoming - Children's identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during childhood. They are shaped by different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens.

The EYLF has 5 learning outcomes that are underpinned by quality practices and principles that the educators will use to guide children's learning experiences. The children will be observed, and progress will be documented so that children's learning can be built upon and expanded. Educators will monitor the progress of children by watching, listening to and talking to them.

The 5 learning outcomes are:

1. Children have a strong sense of identity
2. Children are connected to and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

The educational program will be displayed in and around each room in various formats. Families are encouraged to contribute to the content and development of the programs to further enhance their children's individual learning. There will be various learning displays and photo boards so that families can see what experiences the children have had during their time at the Service.



CHRISTIAN PHILOSOPHY

At Hatchlings Early Learning Centre we believe that each child is a precious gift from God with unique and special qualities. We hold a strong emphasis on helping children discover their God-given qualities within a safe and nurturing environment which encourages and empowers children to be all they can and want to be in life.

As a Christian child care centre, we are a non- denominational centre which means we are not affiliated with any religious group and children and families do not have to attend church to enrol in the service. Our philosophy is based on the bible and our Educators uphold Christian beliefs and values throughout their performance and programs.

We aim to give children the tools to learn compassion and respect for others as well as caring for the land on which we live. We teach and practice Christian values through modelling, prayers, singing and Bible stories. Christian concepts are woven into our creative curriculum and the daily activities within each room. The children are taught daily about God's love for them.

Daily Prayer – each day we ask children for anything they will like to pray about at the start of our day in our morning yarnning circles. Children are also encouraged if they feel the need to say a little prayer throughout the day, whether it be for someone in need or for themselves.

Daily Morning devotion – We read a story from our children's bible or bible based books and draw out principles that will help shape your child with Christian values, such honesty, integrity, forgiveness and love. This will often be followed up with either artwork, song, or activity linked to our topic.

Giving thanks – Children will be encouraged to thank God before every meal and pray for those who are not as fortunate as we are.

Holidays – Children will be taught the true meaning of holidays such as Easter and Christmas and will be focused on Jesus our Saviour.



We invite you to come and speak to us if you have any queries regarding our Christian Curriculum.
Helen Hopkins – Centre Director



What to bring each day

All Food is provided, including dietary specific requirements needed.

Nursery – (Birth to 15 months or up to 20 months)

1. One bag large enough to hold the following items
2. All bottles clearly labelled with name.
3. Hat (named).
4. Spare clothes – several changes.
5. Comforters, eg. Dummies or favourite soft toy.
6. Premeasured formula with premeasured water in bottles with a lid or breast milk **clearly labelled**.
 - ❖ **Nappies and bedding supplied by Service**

Toddlers – (15 months to 2.5 years)

1. One medium sized school bag or knap sack
2. Water bottle – bottles for milk if required (no glass/cans/cordial).
3. Hat (named).
4. Spare clothes – several changes.
5. Comforters, eg. Dummies or favourite soft toy.
6. A cot sized sheet set in drawstring bag or a pillowcase with a loop attached for hanging.
7. A light blanket may be necessary in cooler weather.
 - ❖ **Nappies supplied by Service**

Junior Kindy – (2 to 3.5 years)

1. One medium sized school bag or knap sack
2. Water bottle – bottles for milk if required (no glass/cans/cordial).
3. Hat (named).
4. Spare clothes.
5. A cot sized sheet set in drawstring bag or a pillowcase with a loop attached for hanging.
6. A light blanket may be necessary in cooler weather.
 - ❖ **Nappies supplied by Service**

Pre Kindy – (2.5 to 3.5 years)

1. One medium sized school bag or knap sack
2. Spare clothes/underwear/ Nappies if required
3. Water bottle - (no glass/cans/cordial)
4. Hat (named).
5. A cot sized sheet set in drawstring bag or a pillowcase with a loop attached for hanging.
6. A light blanket may be necessary in cooler weather.
 - ❖ **MUST PROVIDE OWN NAPPIES IF REQUIRED**

Please make sure all your child's belongings are clearly labelled with your child's name.

Kindergarten Program

- The QLD approved Kindy Program operates for 40 weeks per year (10 weeks per term).
- The Kindy Program aligns with QLD School Term Times
- This means that during the school holidays our Kindy Teacher/s will generally not be on site but care will still be available for all Kindy children who will take part in a “Kindy Holiday Program”.
- Kindy Operational Hours 9:00am to 2:00pm Monday to Friday
- To be eligible for the “Free Kindy” Kindy Program, the QLD Government’s Kindergarten Guidelines state that children must attend for a minimum of 15 hours per week – which means a minimum of 3 days attendance per week.
- Every kindergarten child is eligible for 15 hours “Free Kindy” – More information provided in pack
- The Kindy Teacher is on site, delivering the Kindy Program during the program’s operational times (assisting educators replace the teacher before and after the Kindy’s operational hours).
- Discounted fees are offered for holiday periods for up to 2 week per financial year; to receive the 35% discount you must provide 2 weeks written notice of your intent to take holiday.
- All other absences will be charged at the normal session rate and are covered by CCS fee subsidy for up to 42 days per year (including holiday absences).

Play Based Learning

Brain development

Numerous studies have shown that play contributes to the neurological and structural development of the brain. We know that secure attachments, quality interactions and stimulation are significant aspects of brain development; play provides active exploration that assists in building and strengthening the brain’s neurological pathways. Play supports the development of the brain to have increased ‘flexibility and improved potential for learning later in life’ (Lester & Russell, 2008).

Young children’s play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

Play-based learning is described in the EYLF as ‘a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations’ (EYLF, 2009, p. 46).

Yearly Overview

Term 1 – Strong sense of self & wellbeing

Term 2 – Building strong connections and social sense.

Term 3 – Pre-Literacy and Pre Numeracy

Term 4 – Preparing for Prep

What to Bring for Kindy

- A child's backpack with spare clothing in case of water, messy play or accidents.
- A sun safe hat
- Drink bottle.
- Sheets / bedding for rest time

***Please make sure all belongings are CLEARLY NAME**

How to help prepare your child for Prep.

As a parent, you play a vital role in your child's education. There are many things you can do to make your child's first day and time at school more enjoyable. You can help your child prepare for their first year of school by:

- improving their independence
- having a daily routine
- packing a healthy lunch
- knowing your school
- getting involved with your school
- doing family activities at home.

Encourage your child's independence.

Before your child starts school, encourage them to be independent by helping them practice:

- packing and carrying their own school bag
- putting on their shoes
- eating and drinking without help
- going to the toilet on their own
- using tissues to blow their nose
- recognising their belongings.

Daily Routines

Daily routines can help children understand what they need to do, when to do it each day and why it's important. To help prepare your child for school, get them into a routine which includes:

- going to bed early
- waking up at a certain time—leave plenty of time to get ready
- having a healthy breakfast—needed for energy and concentration
- preparing and eating lunch
- making time for physical activities.

Before your child starts school, make sure you talk to them about what to expect. Remember to be flexible, supportive and understanding as it may take them some time to adjust socially and to be familiar with their new routine.

Referenced from - <https://www.qld.gov.au/education/earlychildhood/prep/pages/preparing.html>

Behaviour Guidance

Behaviour guidance is the positive guidance given to children to encourage desirable and acceptable behaviour. This will assist children to self-regulate their behaviour by understanding the emotion/s they are feeling, why they are feeling a particular way and making decisions and choices about their own behaviour. Behaviour guidance helps to foster an understanding about the rights, needs and feelings of others. If a child's behaviour is of concern, educators will discuss behaviour guidance strategies used at home with the family, and then continue to work with the family to develop ongoing, consistent strategies to support positive behaviour choices. All Educators will follow the practices outlined in our Behaviour Guidance Policies which you can access in the front foyer.

Excursions and Incursions

Excursions for the children may be held during the year. You will receive a notice with the details outlining the destination, duration, costs, the educational benefits for the children, and a request for parent/guardian permission beforehand.

Throughout the year we will also have a number of incursions from various entertainers and other educational services that cover a range of related subjects.

Newsletters and Notices

Regular newsletters will be produced to keep you informed of upcoming events, helpful information and to provide you with current information on activities occurring within the Service. These will be delivered via Kindy Hub, website and email as well as posters on the notice board.

Information about your child's day will be displayed in your child's room. The noticeboards in the Reception Area and in your child's room will also display helpful information regarding health, safety and early childhood issues.

Toys from home

We have an extensive range of toys and books in the Service, so it is unnecessary for your child to bring these items from home. Toys can be broken or lost, and this causes concern for all. Only bring them in if they are doing some sharing time / show and tell with their class.

Meals and Nutrition

All meals are provided for your child, these include a healthy morning tea, lunch and afternoon tea. All meals are supplied by 'The Wellbeing Food Company' and are freshly delivered to the Service daily. The daily menus consist of fresh quality produce that is both healthy and delicious. Menus offer fun, creative and nutritious meals catering for babies through to school age children. You can see the menu in the front foyer.

Children with allergies, food intolerances, or cultural food preferences are catered for; WFC will tailor the menu to suit the individual food requirement/restrictions for the children. You will be asked to complete an allergy notification for your child and this information will be provided to The wellbeing food company. Your child's dietary needs will be catered for with an individually packed meal that your child can safely eat and enjoy. All food is prepared and packed in WFC commercial kitchen which is a nut and egg free environment.

The menus are regularly rotated to provide variety and are appropriate to the varied ages of children. All menus include a large selection of fresh fruit with morning and afternoon tea as well as steamed vegetables with a hot lunch or a sandwich/wrap/burger alternative through the summer months. It would be appreciated if you could supply your child with a bottle filled with water that will be accessible to them throughout the day.

Nuts and Eggs

Please check with the service before bringing in any external food as at times we have children who are allergic to nuts or eggs which could cause serious anaphylaxis allergies. Baked goods and treats for celebrations are assessed as individual cases and a risk assessment will be done at the time according to the enrolments in the centre and the room.

Birthdays

Birthdays are special and can be a part of building your child's positive self-image. Please see your child's Teacher about sharing a birthday cake or treat such as ice cream at the Service with friends. However, we also respect the rights of families who do not wish their child to participate in such celebrations for cultural or religious reasons.

Emergency and Evacuation

Evacuation plans are displayed in each room with exits clearly marked. Emergency drills are held once a month to allow Educators and children to become familiar with the procedure. Please familiarise yourself with the plans in case you are in the building during an Emergency or Emergency drill.

Health and Infection Control

Children must be well enough to fully participate in the activities of the day. Sick children need to be excluded from the Service until they are well. Parents are asked to notify the Service immediately if a child contracts an infectious illness, and children must remain at home until the contagious period is over and they have fully recovered. (Please see the Infectious Diseases Exclusion Table at the back of this handbook and on Noticeboards within the Service).

Children will not be able to attend the Service with the following:

High Temperature	Impetigo – school sores	Chicken Pox
Measles	Diarrhoea	Influenzas Vomiting/Gastroenteritis
Conjunctivitis	Ring Worms	Temperatures over 37.5 ^o
Persistent Coughing	Mumps	Head Lice (must be treated before returning to care)
Consistent Runny nose	Scabies	

Children who become ill during the day will be sent home. This decision can be made at the discretion of the service supervisor alongside our policies for illness and infection control. Working parents need to ensure that they have a relative or friend who can be available for emergency care for times when a child is ill and unable to attend the Service.

Medication

Medication prescribed by a Doctor/Naturopath will be administered providing it is in its original packaging and clearly labelled with the child's name, the name of medicine, the dosage, frequency it is to be administered and an expiry date. Medication must be given to your child's teacher & a 'Medication Request form' MUST be completed.

Medication requiring refrigeration must be placed in a locked medication box and stored in the room fridge. All other medication must be placed in the locked cupboard located in each rooms Kitchen/Prep area. Medication for asthma and anaphylaxis or any ongoing medical condition must have an action plan provided signed off by a doctor.

Injuries

All injuries are recorded on an 'Incident Form' which parents are asked to sign upon collection of their child. Service Educators have current First Aid qualifications. The family will be notified of any serious injury during the day. First Aid will be given & medical assistance will be obtained if necessary.

Hygiene and Safety

Educators are trained in Health and Safety practices and every effort is made to ensure that the buildings and outdoor areas are kept in a safe and hygienic condition. Potentially dangerous products are kept in locked cupboards, the outdoor area is always supervised and educators regularly discuss safety practices with children. Hats and sunscreen are worn outdoors, walking inside and on the concrete is encouraged, water play is strictly supervised, and young children are never left unattended in nappy change areas. Regular safety checks are carried out around the Service, smoking is prohibited, and gates and safety doors are kept always shut.

Children are instructed in areas of personal hygiene; proper hand washing, coughing/sneezing etiquette, toileting, and dental care (rinsing the mouth after eating). Educators abide by the Council approved Food Safety Program which stipulates the use gloves when handling food and that food requiring refrigeration is stored at the correct temperature. The Service has several policies relating to Hygiene that must be always adhered to. Please see the Policy Handbook or the Food Safety Program for more information.

Soiled Clothing

Any clothing soiled by bodily fluids will be rinsed by Educators and placed in a plastic bag and stored inside a named and sealed container for collection. Parents will be notified by a tag attached to your child's bag, indicating the need to collect soiled clothing from the bathroom (Soiled Clothing Shelf) next to your child's room.

Child Safe Principles

Our centre adopts strategies and take action to promote child wellbeing and prevent harm to children and young people. We are guided by Child Safety laws and regulations and uphold 10 Child Safe Standards.

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children are suitable and supported to reflect child safety and wellbeing in practice.
6. Processes to respond to complaints of child abuse are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.
9. [Implementation](#) of the Child Safe Standards is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children.

Sun Safety

This facility is a Sun Safe Service; therefore, children must bring their hats to wear every day and families are encouraged to ensure children are wearing sun safe clothing (sleeves to ensure shoulders are covered) as lots of time will be spent outside playing and learning. The centre will provide each child with a hat and shirt upon enrolment. Sunscreen will be applied before children go outside. Parents are encouraged to apply sunscreen on arrive. We ask that you apply sunscreen to your child on arrival each day so they are ready for play.

Safe Sleeping Practices

It's important that we keep our children safe not only when they are playing but when they are resting and sleeping. We ask that families avoid dressing children in hoodies which need to be removed during sleep times. Please avoid clothing that has cords on them. If a child has a dummy with a chain, we will remove this for sleep time. Also, comforters will be removed once a child is asleep to keep safe. Pillows will not be allowed for any child under 2 years of age. Children are not to be given bottles in a cot. Children in cots are checked every 10 minutes during their sleep times to ensure that they are comfortable and safe as they sleep and any changes that need to be made can be adjusted when checking on them. All other children will have 20 sleep checks done as well. Children will be tucked safely into bed in accordance with the safe sleep practices in our Sleep and Rest procedures. It's against our policy to receive a child who is asleep. – see policy for more details. Families can refer to the sleep safe practices at home also by following this link to the Red Nose Page where they provide many helpful tips for keeping your child safe at rest and sleep times.

www.rednose.org.au

Photography, Social Media & Electronic devices

Families will be asked upon enrolment if they give permission for their child's photos to be used on the centre social media platforms and inhouse daily reports through our photo sharing software and events such as Christmas parties and Graduation.

Educators only use **centre approved devices** to photograph children and abide by our technology policies on the safe storing and use of photographs. We uphold the National Model Code when it comes taking, using and storing photographs. We ask that families do not use their phones while they are in the play spaces with children and **NO** photos are to be taken by families, visitors and external agencies.

Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is the National statutory authority that oversees the implementation of the Education and Care services National Law and the Education and Care Services National Regulations. ACECQA also oversee the implementation of the National Quality Framework, National Quality Standards and monitor the Assessment and Rating process in Early Education and Care Services throughout Australia. Information on ACECQA can be found online at, <http://www.acecqa.gov.au>.

We Look forward to our journey together

We look forward to having you join our centre and if you are still considering this opportunity and have more questions please don't hesitate to come and talk further with us at the centre.

You can also find more information on our Website [Hatchlings Early Learning Centre Caboolture | Child Care Centre](#)

Office for Early Childhood Education & Care (OECEC)

The Office for Early Childhood Education & Care is Queensland's state regulatory authority that ensures all Early Education and Care Services meet National Legislative requirements.

This Service holds a Service Approval in accordance with the Education and care Services National Law 2010 and the Education and Care Services National Regulations 2011. The Service Approval is displayed in the foyer.

The Department can be contacted via the Office for Early Childhood Education & Care Information Service on: 1800 637 771 (24 hours).

Leadership Team

Our service supported by our Leadership Team which made up from the Centre Owners, Centre Director, Administrator, Educational Leader and Kindergarten Teachers, as well as any Educators who choose to be a part of decision making for the services.

Complaints

In the event of an issue or complaint relating to the Service please contact either the Nominated Supervisor or the Approved Provider:

Approved Provider

Deanna & Damian Bresnehan
Email: damian@brezcare.com.au

Nominated Supervisor

Helen Hopkins
11-13 Warner St
Caboolture QLD 4503
Ph: 5499 3466
director@hatchlingscaboolture.com.au

Administrator

Jody Horn
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Educational Leader

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