

Wynnum Family Day Care & Education Service Parent Resource Manual

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HOW TO CONTACT US:

All enquiries should be directed to a Coordinator at the Wynnum Family Day Care & Education Service-

Address: Wynnum Community Centre
Level 1, 105 Florence Street, Wynnum QLD 4178
Ph: (07) 3393 4311
info@wynnumfdc.org | www.wynnumfdc.org

Service Hours: 8.00 am – 4.30 pm Monday – Friday
Appointments available outside office hours

Approval Number: SE-00000803
Conditions: The approval is granted subject to the conditions
as prescribed in National Law Section 51

Service Staff:

Cathy Bavage

Manager; Nominated Supervisor

Adv. Dip. Childcare and Education
Dip. Childcare and Education
Dip. Business; Dip. Business (HR) Certificate IV in
Training and Assessment
Hours: Monday to Friday

Karen-Lea Simmers

Learning Support Coordinator; Certified Supervisor

Bachelor of Teaching, Early Childhood
Bachelor of Education, Inclusive Education
Cert. IV in Training and Assessment
Hours: Tuesday to Friday

Lisa Meyer

Service & Project Support Coordinator

Bachelor of Teaching, Early Childhood
Cert. IV in Training and Assessment
Dip. Business Management
Hours: Monday to Friday

Niki Kenny

Non Contact Resource Coordinator

Bachelor of Arts; Bachelor of Education
Grad. Cert. Early Childhood Education
Cert. IV in Training and Assessment
Dip. Project Management
Hours: Friday (school term only)

Marie Sayers

Family Liaison & Enrolment Coordinator; Certified Supervisor

Dip. Childcare and Education
Cert. III Childcare and Education
Cert. IV in Training and Assessment
Hours: Monday to Thursday

Natasha Staal

Business and Systems Development

Assoc. Dip. Business Management
Dip. Children's Services Early Childhood
Cert. III Childcare and Education
Cert. IV in Training and Assessment
Hours: Monday to Thursday

Samantha Jackson-Van Hummel

Educator Professional Practice & LINK Coordinator; Certified Supervisor;

Adv. Dip. Child Care and Education
Cert. IV Training and Assessment
Hours: Tuesday to Friday

Rochelle Chisholme

Contracted BAS Agent

Cert. IV in Financial Services
Cert. IV in Assessment and Workplace Training
Cert. III in Business Administration
Commissioner for Declarations
Hours: Tuesday

This Parent Resource Manual is designed to assist you to understand how our Education and Care Service works and help you get the most out of our service.

Approved Provider: Community Childcare Inc.
PO Box 5519 Manly QLD 4179
President: Denise Robinson, 0401 525 773

Approval Number: PR-00000166
Conditions: Nil

Regulatory Authority: Early Childhood Education & Care
Department of Education and Training
Level 1/Block C, Garden Square, 643 Kessels Rd, Upper Mount Gravatt
Private Mail Bag 250, Mansfield DC QLD 4122
Phone 3028 8063

EARLY CHILDHOOD EDUCATION AND CARE LEGISLATION

The 'National Quality Framework for Early Childhood Education and Care' began on 1 January 2012. It has been introduced across Australia to help children have the best possible start in life. The NQF is about ensuring services are of the highest possible quality for a child's optimum development and provides families with the right information to help them make informed choices. The legislative framework consists of the Education and Care Services National Law and the Education and Care Services National Regulations. More information can be found at www.acecqa.gov.au.

Family day care educators are monitored and supported by the service's coordination unit. The number of children who can be educated and cared for in a family day care environment includes 4 children under school age (including the educator's own children) and 3 children of school age (including the educator's own children).

ABOUT US

The Wynnum Family Day Care & Education Service was established in 1988 to provide home based childcare in the local area. Home based childcare is flexible small group care that offers parents and children the benefit of Individual attention in a safe, family environment. Educators operate from their own homes and are self-employed. The coordination unit is the point of contact, registration, referral, resourcing, monitoring and support for parents and educators. Coordinators support educators in curriculum decision making, planning for children's learning and development and in their interactions with families and children. The coordination unit works in close partnership with educators to ensure they uphold organisational values and meet requirements set by government legislation under the National Quality Framework. The Coordination Unit supports educators to participate in ongoing professional development on a range of topics relevant to children's development and learning. The Coordination Unit also administers government child care subsidies on behalf of eligible families. Within the coordination unit, each team member manages their project role.

PHILOSOPHY

Vision

Quality outcomes for children – every child, every day in care

Purpose

To be a field leader in delivering a high quality early childhood education and care service to benefit all of our stakeholders including children, families, Educators and staff.

We do this by:

- *putting the rights of children first*
- offering an individual approach and maintaining high standards for education and care
- prioritising children's growth and development through secure, nurturing relationships and *sharing high expectations for children's learning*
- regularly undertaking reflection on practice and seeking high quality professional development
- *respecting and supporting families as children's primary teachers*
- *striving for equity and inclusion for all children*

Values

Wynnum FDC *values* respectful relationships, honesty, inclusive practices and ethical decision making.

We achieve this by our commitment to:

- *building relationships based on* compassion, understanding and *prioritising* face to face interactions, active listening and honest communication
- collaborative decision making *through advisory and management committees*
- a progressive attitude and up to date knowledge of the industry
- advocating for children, Educators, families and staff
- ensuring that our communication *respects* and reflects diverse practices, values and beliefs
- *including perspectives of Aboriginal and Torres Strait Islander peoples and the many other cultures represented in our community*

Aims

To provide quality affordable, safe, home based care in a supportive environment in which children, parents, Educators, co-ordination unit staff and licensee enjoy trust and show respect for each other, thus enabling all to achieve their potential as contributing members of a caring society.

Objectives

- To provide quality, affordable, safe home based care.
- To provide a service, which reflects the diverse nature of our society and meets the individual needs of children and their families
- To operate an education and care service which is supportive of both families and Educators
- To provide a flexible service that can offer full time, part time, weekend, shift work, casual, and emergency care, and before and after school care when possible.
- To promote understanding, tolerance and mutual respect for all service participants through communication, education and training.
- To involve users and the local community in the planning, management and integration of the Service.
- To promote co-operation between the Service and other community agencies by the creation of useful networks.

PRIVACY

POLICY

We respect your privacy

PROCEDURE

Wynnum Family Day Care & Education Service collects stores and uses personal information for the purposes of administering the service. The information is confidential and will not be disclosed to third parties without prior consent, except in specified law enforcement or public health and public safety circumstances.

In order to provide the highest standard of service, our organisation is required to collect personal information about children and parents / guardians before and during the course of a child's enrolment in our service. We are committed to protecting privacy and we abide by the National Privacy Principles contained within the Privacy Act.

Privacy of personal information is important to us and we conduct our business with respect and integrity.

HOW WYNNUM FAMILY DAY CARE & EDUCATION SERVICE WORKS

Wynnum Family Day Care & Education Service is a not for profit community based family day care service. The approved provider of Wynnum Family Day Care and Education Service is Community Childcare Incorporated. This association is managed by a voluntary Management Committee, which accepts overall responsibility for the Education and Care Service, ensuring that the Education and Care Service meets the needs of the local community and is able to respond with flexibility to changing needs.

Sponsoring Body

The Management Committee which includes representatives of parents, Educators, staff and interested community people meets once a month to conduct the business of the service. Anyone, who has an interest in the service, is encouraged to seek nomination to the committee at the Annual General Meeting that is held in September each year. You are also welcome to attend the monthly meetings as an observer.

Advisory Committee (refer to manual available on website)

This committee aims to provide guidance as required to the Management Committee by means of recommendations and advice in relation to issues affecting Wynnum Family Day Care & Education Service and the formulation of appropriate policies and procedures. The Management Committee, before adoption by the service, ratifies recommendations of the Advisory Committee. Membership on the Advisory Committee is by self selection for parents and community representatives. Educators are selected by their peers, for a 2 year period. The meetings are held monthly. If you are interested in participating in this committee nominate yourself to the manager. Tasks that you would be expected to do on the advisory include contact with other educators to canvas and disseminate information regarding service issues, identifying issues within the service and attendance monthly or as required at evening meetings.

Role of the Co-Ordination Unit

The Wynnum Family Day Care & Education Service & Education Service was established in 1988 to provide home based childcare in the local area. Home based childcare is flexible small group care that offers parents and children the benefit of Individual attention in a safe, family environment. Educators operate from their own homes and are self-employed. The coordination unit is the point of contact, registration, referral, resourcing, monitoring and support for parents and educators. Coordinators support Educators in curriculum decision making, planning for children's learning and development and in their interactions with families and children. The coordination unit works in a close partnership with educators to ensure they uphold organisational values and meet requirements set by Government legislation under the National Quality Framework. The Coordination Unit supports Educators to participate in ongoing professional development on a range of topics relevant to children's development and learning. The Coordination Unit also administers government child care subsidies on behalf of eligible families, within the coordination unit, each team member manages their project role.

Educators

Educators are responsible for the delivery of quality education and care and agree to work cooperatively with the families, coordination unit and community in the delivery of the service. Educators are directly responsible to the coordination unit and must adhere to the Education and Care Services National Law (Queensland) Act 2011 and Education and Care Services National Regulations 2011 and Wynnum Family Day Care & Education Service Policy and Procedure Manual.

Wynnum Family Day Care & Education Service Policy & Procedure Manual

This manual is available on our website or the office. It details the official policies and procedures of the service.

Confidentiality

This is the process by which the right to privacy is protected and it is an integral principle of the service. Written records concerning children and their families, Educators and their families are filed separately to general information accessed by all staff. Only the parent can access this information or Educator to whom the records relate and appropriate staff, management committee members and government department officers as necessary. Verbal information will be handled discreetly and all written records shredded after elapse of the period of retention described by legislation. It is the expectation of this service that all people's information will be treated with the utmost respect.

Social Media

No images of children will be used on social media or marketing material without the prior written approval of the parents/guardians of the child. Parents/guardians will be provided with information on the use of social media by the nominated educator.

Non Discriminatory Access

The Wynnum Family Day Care & Education Service offer all families access to quality childcare appropriate to their needs. The service makes every effort to promote understanding, tolerance and mutual respect for all service members and the wider community.

SERVICES OFFERED TO MEMBERS

Resource Library

Parents and Educators are invited to make use of our extensive resource library which includes books and DVD's on a variety of topics related to children, families, parenting, behaviour management, personal development, nutrition and much more.

Equipment Library

Educators are provided with equipment such as car restraints, prams, high chairs, toddler beds and cots.

Parent Update

The monthly service newsletter is our main method of passing information on to parents and Educators. Please read it carefully as it may contain important information relating to government changes, policy changes etc.

In-service Training

Educators are required to have a commitment to their own ongoing professional development, this is to be recorded and provided to the approved service as requested. Professional development enhances the quality of the education and care provided by each educator. The service supports this by offering a broad range of training opportunities on topics relating to childcare and professional development.

Children's Christmas Party

This is a major event on our calendar and an opportunity for children, parents, Educators, staff and committee members to come together to relax and celebrate the year's successes. It is held each November and listed on the events page of our website.

Social Events

A highlight in our service's social calendar is our annual Trivia Night. The night is organised by Educators and staff and money raised is used to contribute towards the ongoing service delivery. Your participation in this event either as a guest or as a donator of gifts is greatly appreciated.

CODE OF CONDUCT

This Code of Conduct applies to its management committee members, staff, Educators, parents and children. As part of our professional conduct we will abide by the following principles:

Confidentiality

Maintain and respect each individual's right to privacy and confidentiality.

Information regarding the families and children's needs will be shared between the Educator and coordination team in the best interest of the child

Information regarding families' needs will be shared with community agencies only with the family's permission, except in child protection matters.

Conflict of Interest

Individuals must maintain their professional integrity by recognizing and reporting potential conflicts of interest, for example:

Financial gain

Personal knowledge that may compromise the integrity of either party

Relationship gain

Fair and Respectful Behaviour

Communicate honestly and openly

Have access to a grievance procedure'

Value each person's point of view

Welcome diversity and engage in inclusive practice

In Relation to Children

Above all else, our first responsibility is to children in providing a healthy, nurturing and responsive setting which is both safe and challenging

Rights

In appreciation of the special vulnerability of the child our practices will acknowledge the rights of each child and will include the child's right:

- ✓ To a voice
- ✓ To dignity and respect
- ✓ To participation
- ✓ To quality experiences whilst in care
- ✓ To be a child
- ✓ To learn through play

We are committed to respecting and supporting

- ✓ All children as individuals with their own individual cultural, social and family backgrounds
- ✓ The development of the whole child across all areas
- ✓ The competence of each child

In Relation to Families

- ✓ acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values
- ✓ acknowledge the rights of each family to confidentiality, privacy, information and participation
- ✓ assist families to exercise freedom of choice in accessing quality family day care
- ✓ inform families of policies and procedures that relate to all aspects of their participation with the service
- ✓ be accountable to families by adhering to legislative requirements regulating children's services
- ✓ be conscious of the key relationships that exist in the work environment and ensure that professional boundaries are maintained

In Relation to Colleagues

- ✓ recognise and respect the dignity and rights of the individual and conduct myself in a professional manner
- ✓ practice open and effective communication
- ✓ be fair and consistent in decision making within a co-operative framework
- ✓ recognise and observe boundaries that support professional relationships
- ✓ be accountable in my work relationships and value each individual and their contribution

In Relation to Self as a Professional

- ✓ be committed to the principles of honesty, respect, trust and integrity that underpin all of my professional practice
- ✓ demonstrate and be committed to reflective practices that encompass an awareness of my strengths, limitations and well-being
- ✓ demonstrate a commitment to my professional development, knowledge and skills
- ✓ own and promote a vision that is child focused and congruent with current best practice

In Relation to Community and Society

Acknowledge the role of community in setting community standards and articulating community needs and will be responsible to the community by:

- ✓ liaison and cooperation with agencies and professions which support children and families
- ✓ engaging in culturally appropriate and non discriminatory practices
- ✓ actively promote the service in the wider community
- ✓ work within the legislative framework and quality assurance process to promote the well being of children

Develop and sustain services which are characterised by:

- ✓ openness
- ✓ accountability
- ✓ accessibility
- ✓ flexibility
- ✓ professionalism
- ✓ supporting community education and advocacy for children

WAITING LIST

POLICY

The service aims to respond to requests for care in a timely manner and in conjunction with the requirements of the Child Care Management System (CCMS) with regard to Priority of Access.

PROCEDURE

1. A Request for Care Application is completed
2. To maintain confidentiality, one form per family
3. These requests are placed in the waitlist register.
4. Consideration is given in order of priority guidelines and suitable matching of available vacancies; a request for care does not give you a numerical position on a waiting list.

PRIORITY OF ACCESS

Child Care Subsidies (Child care benefit and Child care rebate) is a payment made by the Australian Government to assist eligible families with the cost of child care. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support.

Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances.

The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places.

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

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

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on lower incomes
- Children in families with a non-English speaking background
- Children in socially isolated families
- Children of single parents

Where an opportunity exists, parents shall be offered the choice of more than one Educator.

There are some circumstances in which a child who is already in a child care service may be required to leave the service.

Any child care service that has no vacant places and is providing care for a child who is a third priority may require that child to leave the service in order for the service to provide a place for a higher priority child.

In all cases, a child can only be required to leave a service if the family was informed of this possibility on enrolment and is given at least 14 days notice.

COMPLAINTS POLICY

Wynnum Family Day Care & Education Service strives for excellence in all aspects of service delivery. An effective complaints management system is integral to providing quality service. It helps to measure satisfaction with the service and is an important source of information and feedback for continuously improving our practice.

Wynnum Family Day Care & Education Service views complaints as opportunities for improvement. The Service welcomes complaints about its service delivery and is committed to taking action to resolve them. We recognise that often it may be the recipients of our service who are the first to identify when things are not working properly. Complaints together with comments, compliments, concerns and suggestions help us to check that our service is fulfilling needs and expectations. As such our emphasis is upon proactively accessing feedback using a variety of methods so that opportunities for receiving feedback are maximised.

Definition of a Complaint –

A complaint is any expression of dissatisfaction or concern about the service offered or provided by Wynnum Family Day Care & Education Service including its staff, Educators and related committees. A complaint may be general in nature or relate to particular personnel, a part of the Service, a policy, a decision, or an aspect of service delivery. Complaints may be made by parents and families, school age children, members of the community, and Service personnel in their capacity as private citizens.¹

Other feedback (e.g., compliments, suggestions) is also welcomed as all forms of feedback whether positive or negative help us to optimise our service delivery.

Principles –

The following principles form the basis of Wynnum Family Day Care & Education Service's complaints management process and guide the complaints management procedures detailed below. These principles should not be viewed in isolation but have important links to the Service's Code of Conduct and Quality Assurance processes:

Strong commitment – there is a strong commitment to complaints handling throughout the Service and this commitment is an integral part of our broader client focus. This commitment is accompanied by a belief in the right to complain and a willingness to listen and resolve complaints. Complaints are viewed positively and all complaints are treated seriously.

Fairness – the complaints handling process must be fair and appear to be fair to all parties involved in the complaint. All complaints should be treated equally, all information relevant to the case must be taken into account, the process must be transparent at all stages, and all parties must be treated with respect and courtesy.

Confidentiality – all aspects of the complaints handling process must ensure respect for the privacy and confidentiality of the individuals involved except where superseded by legislation or regulations.

Accessibility – the Service encourages feedback about its service and publicises the existence of the complaints system. Every effort is made to ensure that the complaints system is easy to understand and use. Potential complainants (i.e., people who may wish to make a complaint) are also assisted to use the system if needed. The system is cost free to the complainant/s.

Responsiveness – complaints are resolved as quickly as possible and preferably at a local level (i.e., at the level where the concern originated). All complaints are acknowledged and parties to the complaint are regularly informed of progress. Appropriate forms of redress are provided where warranted.

Safety – safeguards must exist to ensure that complainants and other parties to a complaint are protected from reprisals and victimisation. Families making complaints must trust that their concerns will be addressed without any disadvantage to their child/ren.

Everyone's responsibility – all staff and Educators, not just senior management, are responsible for handling complaints, and as far as possible, have the authority to do so.

Accountability – all complaints and their outcomes will be recorded both to ensure accountability on individual complaints and to enable analysis of and reporting on complaint patterns and trends.

Review – the complaints management process will be regularly reviewed to ensure its effectiveness.

PROCEDURES

How can a complaint be made –

Both verbal and written complaints are accepted. A complaints form is used to record complaints, whether formal or informal.

Who can make a complaint –

Complaints can be made by parents and families, school age children, members of the community, and Service personnel in their capacity as private citizens.

Who can a complaint be made to?

Resolution of complaints at the local level is always encouraged. In the first instance therefore potential complainants are encouraged to address their concerns informally with local Service personnel, that is, with the Service personnel who were directly involved with the issue or concern that has led to the complaint. For example, a parent who has a concern with the behaviour of an Educator will be encouraged to discuss the matter with the Educator in the first instance.

If the matter cannot be resolved in this way, a complaint can be formally made and referred to the Manager of the Service. (However, if the complaint concerns the Manager of the Service, then the complaint should be referred directly to the President of the Management Committee.)

What does the Service do when it receives a complaint?

All complaints, whether verbal or written, are formally acknowledged within 5 working days. Complainants will be informed of the stages involved in investigating their complaint and wherever possible realistic timeframes will be communicated to them. Follow up is important and complainants will be informed of the progress of their complaint. Open and honest communication is essential even when there is little or no new information to report. Complaints must be handled as quickly as possible in order to avoid the complaint escalating and becoming more serious.

Personnel about whom a complaint is made will be informed about the complaint and have the opportunity to respond. In addition, they will be informed of their right to seek assistance from a support person. They will also be regularly informed as to the progress of the complaint.

Following resolution of the complaint and implementation of any changes required, a review date will be arranged to review progress.

If the complaint cannot be resolved by the Service Manager, it will be referred to the President of the Management Committee who will meet with the Executive to discuss the complaint. If the matter cannot be resolved by this group, the complainant will be offered a meeting with the President, one member of the Executive, and the Service Manager as a further means of seeking to resolve the complaint. Following this stage, if the matter is still unresolved an independent mediator may be involved if requested by either party to the complaint.

If following this process, the complaint is still unable to be resolved; the complainant may choose to access an external organisation to seek resolution. For example, any complaints that relate to licensing could be referred to the Queensland Department of Communities. Any matter relating to the quality of service delivery could be referred to the National Childcare Accreditation Council.

Documentation –

All files concerning complaints are stored in a secure fashion in order to preserve confidentiality.

Review –

In line with quality assurance processes, the complaints management system is reviewed every 18 months to ensure its continued effectiveness. The Service Manager is responsible for this process. Complaints will be monitored and their management evaluated in order to identify systemic or recurring issues and make appropriate improvements.

GRIEVANCE PROCEDURE

POLICY

Community Childcare Inc. provides a system for parents, Educators, staff and management committee members to settle any dispute that relates to the organisation.

PURPOSE

- To minimise the negative effects of dispute or conflict
- To ensure access to a process for resolving any workplace grievance
- To guarantee the right of the complainant to a fair hearing
- To reinforce the responsibilities of the individual, the staff team and the employer
- To make every effort to resolve issues and reach a mutually satisfactory agreement

RESPONSIBILITIES

It is the intention of all parties to accept responsibility for making this system work. This means that at any level of disagreement that the parties are reminded to meet their commitment to this policy and process. It is the right of the complainant to decide how far to pursue the grievance.

DEFINITION

A grievance describes a situation when an employee, Educator, parent or management committee member requires formal action to be initiated that relates to an issue, concern, dispute or problem that happens at or is relevant to the workplace. A grievance could occur between any parties within the organisation.

SCOPE

This policy and the following procedures apply to all parents, Educators, staff, and the Management Committee of Community Childcare Inc.

COMPLAINANT SUPPORT

The complainant may have access to a support person or advocate involved at any stage of this process

CONFIDENTIALITY

It is the responsibility of the participants to maintain the confidentiality of discussions, documentation, agreements and action plans. In maintaining confidentiality, written information pertaining to discussions, documentation, agreements and action plans are only accessible to the parties directly involved at each level of the process. Any deviation from this procedure is by consent of the complainants only. Filing of all information must be in a secure location within the workplace.

FACILITATION

Both parties must agree to facilitation. The facilitator must be mutually agreed upon and no party can disqualify a facilitator without good reason.

It is recommended that the cost of professional facilitation be covered by the service where the grievance originates.

TIMEFRAMES

For step 1 notification and discussion should take place as quickly as possible. For steps 2 and 3 will occur as negotiated between the parties.

EXCLUSION CLAUSE

These grievance procedures do not restrict employee's rights to seeking redress if the grievance arises as a result of an employee or management committee person's action that contravenes other legislation such as Workplace Health and Safety, Anti Discrimination or Sexual Harassment legislation.

PROCEDURE

Step 1

The first level is an informal discussion between the complainant and the other person.

Those involved take responsibility for raising and clarifying issues with each other. Any involvement of other people at this point is by mutual agreement. There is no need to document resolutions at this stage.

If the complainant is not satisfied with the outcome at this level they may choose to go to the next level of the Grievance Procedure

Step 2

The complainant/s chooses to start the formal process and informs their MANAGER/ DIRECTOR, who in turn shall notify the President of the Management Committee.

The parties may request that this step be facilitated

Satisfaction achieved

Manager/Director or President may facilitate discussion and action between the parties

Document agreement and file securely

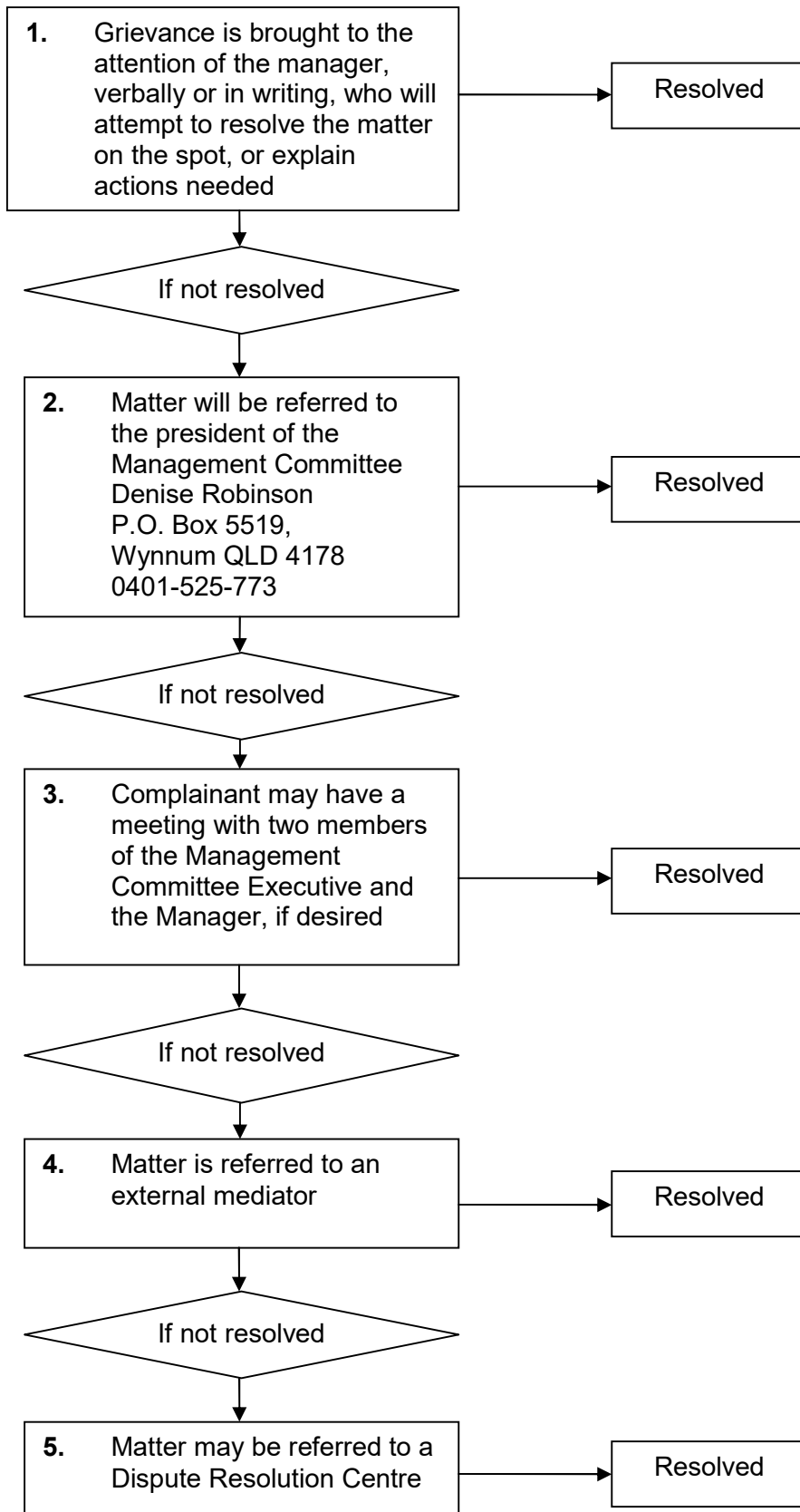
Negotiate timeframes for action

Negotiate timeframes to review agreement

If satisfaction is not achieved, document the issues and go to the next step

Step 3

The President of the management Committee will appoint an external mediation service to resolve the matter.



IMPORTANT INFORMATION

Who is an Educator?

An Educator is a self-employed home-based early childhood worker who is registered by the service to care for small groups of children in their home.

Educators and Educator assistants know that from the youngest age, children are competent learners and are supported in that learning through daily experiences with their family, Educators and environment. Educators in this service believe that every child has the right to a happy and safe childhood. Educators' homes are child and family friendly. Educators encourage learning through creative use of the home environment.

Limits on Numbers of Children in Care

In accordance with the Early Childhood Education and Care Services National Law and Regulations 2011, an educator may not care for more than 7 family day care children at any one time. Of this seven, there must not be more than four children who have not started first year at primary school. An Educator's own children, who have not started primary school, are counted in these numbers.

In practice, the number of children cared for by an Educator is limited by the safe seating of a vehicle used for transport and by the skills, experience and home capacity of the nominated educator. The number also varies from time to time in response to the needs of the educator and their family, and this decision is made following discussions between the educator and the service manager but will not exceed 7 children at any one time.

Educator Assistants

An Educator assistant is recorded on the educators' Certificate of Registration. This person is nominated by the educator and may replace the educator for reasons including transporting children to and from home, school and family day care residence or venue and also on an irregular basis for not longer than four hours at any one time. Examples of reasons for an Educators' absence may include a non-regular appointment, which cannot be made during work hours; if a small child is asleep when another child requires collection from a kindergarten or school.

An Educator assistant must have been interviewed by the manager, possess an approved current first aid certificate and blue card. Your educator will notify you if the educator assistant is used. The educator assistant's name will appear on your educator's Certificate of Registration and your educator's public liability will cover them. During the educator assistant application process, all families using the service will be asked to provide written support for the applicant. All families must provide this for the process to continue.

Choosing an Educator who suits your needs

The service will give you the name of an educator. You then contact that person/s by telephone and arrange a time to meet. You may wish to consider doing this while other children are in care, so you can meet the other children and observe the interactions between them and the educator.

Interviewing an Educator

Wynnum Family Day Care & Education Service are committed to ensuring that children receive exceptional child care. Qualified, experienced educators will be able to answer all your questions. To help you create a clear picture of what you want for your child, ask the educator the following questions:

- Describe your experience, qualifications, and what you love about your role as an educator. Do you have any letters of recommendation from other families?
- What should I expect each day? Tell me about your program, outings, experiences offered to the children. Do you participate in the LINK activities offered by WFDC?
- Tell me about the routine during the day – sleeping, meal times, car travel, accommodating other children in care in regards to school drop-offs and pick-ups. What about car seats, cots and other equipment my child will use.
- Where will my child play and explore within the indoor and outdoor space? What is your philosophy? How will you plan for my baby/toddler/pre-schooler/school age child?
- Who can I expect to be included in the environment? Please introduce me or describe your family, visitors, and pets.

- I have some specific questions regarding the care I am looking for. Can you support my request (for example, attachment parenting, sleep routines, dietary/medical/allergy management; religious and cultural needs).
- How do you describe your communication skills? How will we communicate about my child?
- I saw that WFDC have an 'excellent rating'. How is this represented in the service I will get from you?
- How do I pay the fees? How will I receive my invoice and receipts?
- What happens if you are unavailable to offer me care at any time?

Once you have decided - phone the office and the Educator. Educators are not obliged to hold places, so you need to confirm your booking with them as soon as possible.

The final decision as to where your child will be placed is up to you – choose carefully.

WHEN YOUR CHILD STARTS

Parent – Coordinator/Office Partnership

All parent/guardians are encouraged to meet with the coordination unit, Family Liaison & Enrolment person to complete the enrolment forms and parent agreement, answer any questions regarding the child care placement and review the Wynnum Family Day Care & Education Service Parent Handbook. You will learn of the role of the Coordination unit and how we can support your family.

Parent – Educator partnership

Open communication and honesty between your educator and yourself will ensure that your child will receive care most suited to their individual needs. From time to time, miscommunications may occur; these have usually arisen from expectations that have not been clearly stated, or tensions that have not been discussed. Good communication is fundamental to a placement working well for your child, yourself and the educator. Take the time to exchange information at the beginning and end of each day and, if difficulties arise, make a special time to talk about them.

What if my Educator is not available?

When your educator is planning to take holidays you will be notified by your educator. You may choose to make your own arrangements with friends or family or you may want the service to offer alternate care. If you do need care, please notify the Family Liaison & Enrolment person at Wynnum Family Day Care & Education Service as soon as possible and every effort will be made to place your child with an alternate educator.

If your Educator is unavailable on short notice, you will be asked to contact the Manager who will attempt to refer you to an alternate educator. The Manager may call you to ask if you need alternate care. The on-call number for after hours is 0418 739 024.

If an emergency arises in an educator's home the children may be left in the care of the nearest responsible adult. At no other time will your child be placed in the care of a person who is not a registered educator or an approved educator assistant.

BEHAVIOUR MANAGEMENT

Dignity and rights of the child

The United Nations Declaration of the Rights of the Child says that human kind owes the child the best it has to give, without any exception or discrimination whatsoever. It also says that a child should be brought up to maturity in a spirit of understanding, tolerance, friendship, peace and universal sisterhood and brotherhood.

The role of Family Day Care personnel is to help the child grow up in that spirit of understanding and learn to respect others too.

POLICY

Respect for the dignity and rights of the child should always be maintained through positive non-threatening behaviour guidance.

A child should be helped to learn about the child's own rights and develop a respect for the rights of others.

PROCEDURE

With the help of Parents/Guardians the Educator should be aware of and respond to each child's developmental level.

A few clear rules should be explained and consistently applied.

Choice should be provided to help the child to be a part of the decision-making process and therefore more readily accept a position of compromise.

A sensitive response to a child's needs is required. A knack for anticipating problems; an ability to distract, especially younger children; and a sense of humour are positive skills.

A child should be helped to solve any conflicts verbally. It is important to be at the child's level and establish eye contact in a non-threatening way.

Using the inescapable logic of natural consequences is an effective way to solve problems.

Settling in and Daily Needs

Settling in is a time of adaptation and change and can be difficult for parents and Educators as well as the child. If it is the first time the child has been separated from the Parents/Guardians, it can be a distressing parting and needs to be handled with tact and warmth.

POLICY

The service aims to support the Educators in establishing a secure and warm environment for the child in which both the parent/guardian and the child feel comfortable; and a sound, trusting relationship between parent/guardian, Educator and child. Parents /guardians should supply the Educator with the essential daily needs for the child.

PROCEDURE

Parents/Guardians should talk to the child in a positive way about the Educator and about family day care. Visits to the Educator prior to starting day are most worthwhile to encourage a smooth transition when the time comes to settle in. Importantly, this early contact will also help to strengthen the relationship between the parent/guardian and Educator.

The inclusion of a familiar security object for the child such as a blanket, toy or dummy can be very useful as an aid in the settling-in process.

Keeping the child's belongings in a bag in a proper storage area in the education and care service, recognised as the child's own place, help the child to find needed items and also to feel more at home.

If it has been agreed that the parent/guardian shall supply the food, it should be nutritious and plentiful. It is important to establish a healthy eating practice early in life and it is recognised that some children may be inclined to eat more than usual in the company of other children. Bottled drinks and milk formula for babies and sufficient baby food need to be on hand, also utensils such as trainer cups. The Educator should be informed as to the baby's usual routine.

Adequate extra changes of clothes including warm clothing for the cooler weather, and old clothes for gardening or playing in the sandpit will be a practical help for the Educator. Also every child needs shoes or

sandals, hat and sunscreen, and plenty of nappies for a baby. The Educator should discuss additional requirements with the parent.

Parents/Guardians should try not to feel upset if their child appears to settle in very quickly, as it does not lessen the parental bond but means the child is ready to begin to broaden horizons and interact with other children and adults. A child who adapts readily to the new situation in a secure, independent and confident way is likely to be happy in family day care.

Parents/Guardians and the Educator need to negotiate, understand and support each other in the common goal of quality home-based care for the child which meets the requirements of the Early Childhood and Care National Regulations 2011. Any dissatisfaction should be resolved with the help of the co-ordinators.

Appropriate/Inappropriate Behaviour

POLICY

Physical, verbal and emotional punishment must not be used as a behaviour management technique - instead, encouragement should be freely given as recognition of appropriate behaviour. Role-modelling and redirecting children towards desired behaviour are the most beneficial strategies.

PROCEDURE

Educators and co-ordinators should try to expand their knowledge by efforts to read widely. Educational videos and discussions on effective behaviour management techniques are useful, for example how to appreciate the important difference between praise and positive attention.

If a child is behaving inappropriately, the child's name should not be loudly called out so that the correction of the child becomes a focus of the group.

Often very beneficial, both on an informal and a more formal basis, through playgroup exchange of information between Educators on the subject of behaviour management is sessions, newsletters and the annual conference.

Educator's attendance at suitable training sessions to enable them to draw on a range of alternative behaviour management techniques is recommended.

There should be open communication between Parents/Guardians and the Educator on a daily basis to develop a broader understanding of the child's family, the parent's/guardian's feelings or any recent events which may be influencing the child's behaviour, eg. Teething; also the Educator should ensure the parent/guardian is aware of the highs or lows of the child's day at the Family Day Care Home.

Children sometimes test out the parent/guardian with behaviour which is not a part of their normal pattern, just at the busy collection time when the parent/guardian is greeting the child and exchanging a brief conversation with the Educator. It can be a difficult time but should be managed by discussion about such behaviour with the child.

The Educator will be glad to talk about the child's day but it should be remembered that the Educator is a busy person with family commitments too. The parent/guardian should be conscious of this and arrange a short time for a chat, out of the hearing of the child, if any problems need to be discussed.

Not all environments suit all children and if it seems after a time that a child will not settle in, the co-ordination unit will be pleased to help with further adjustments or relocation of the child.

Child Protection & Reporting of Harm

Wynnum Family Day Care & Education Service believes every child has the right to be safe and protected from all forms of abuse. This policy provides a framework for best practices and safe environments for children.

The purpose of this policy is to protect children through systematic processes which will raise awareness, and provide preventative measures and guidelines for reporting and responding to child protection issues.

This child protection policy has been developed based on risk management strategies designed to reduce the risk of children being harmed. The policy advocates for staff and educators to engage in child protection training and education, as well as promotion within the community.

The Service is committed to ensuring that reports in relation to deaths, serious injuries, harm, or suspected harm that occurs to a child while attending family day care are investigated. The Service is committed to protecting the security and safety of children in family day care at all times, and in affirmation of the dignity and rights of the child, active measures are in place to prevent the occurrence of child abuse or neglect; and where abuse or neglect has occurred or is suspected to have occurred, the Service will respond to all cases in a manner which will keep children safe.

FRAUD OR MISLEADING INFORMATION

POLICY

The Management Committee will investigate and take subsequent action for allegations about any staff member, Educator or parent falsifying timesheets, forging signatures or giving false or misleading information of any nature to the service/centre.

PROCEDURE

Staff - The Management Committee may terminate a staff member's contract of employment if they are satisfied that the staff member has given false or misleading information or has committed a fraudulent activity against the service/centre.

Educators - The Management Committee may suspend and /or cancel a Certificate of Registration if they are satisfied that an Educator has failed to comply with the service's accountability requirements with any fraudulent activity such as falsifying timesheets, forging signature or giving false or misleading information to the service.

Parents - The Management Committee may terminate a family's child care placement with the service if they are satisfied that a parent has given false or misleading information to the service/centre or if the parent commits a fraudulent activity against the service/centre.

Due to the serious nature of providing false or misleading information on timesheets or forging signatures on timesheets or attendance record sheets, the Management Committee must notify the relevant departments of the Commonwealth and State Government and the Criminal Investigation Bureau of this fraudulent activity.

WHAT ARE MY RESPONSIBILITIES AS A PARENT IN THIS SERVICE?

Department of Human Services

Wynnum Family Day Care & Education Service is an *approved child care service*. This means that if you have registered and been approved for government child care subsidies including child care benefit and child care rebate (CCB/CCR) this fee reduction will be reflected in your weekly child care fees. Any question regarding your approval or family/child eligibility need to be directed to DHS on 13-61-50.

Change of Enrolment Details

Parents must notify the office and the educator immediately of any changes to telephone numbers, address, change of work place, change of authorised persons (to collect child), any custody orders, medication and allergy requirements.

Delivery and Collection of Children

Safety and security is of paramount importance in the delivery and collection of children. A child can only be given into the care of the nominated educator or educator assistant and can only be collected from care by the parents/guardian of the child or person nominated on the enrolment form. If an unauthorised person is to collect your child, all efforts must be made for the person to meet the educator prior to collection or the person must provide proof of their identity. Children must be escorted into and out of the educators' home and signed in and out by the parent. Children must never be allowed to go in or out of the educator's home alone.

Signing Children In and Out Of Care

The person delivering and collecting children from care are responsible for signing them in and out of care on the sign in sheet. The Child Care Management System Handbook 2011 states "All family day care services are required to keep accurate attendance records. The custodial Parent (including guardian or authorised person) who brings the child to the educator's home and who collects the child from the educator's home must record and sign/initial the times of arrival and departure at the time of arrival and departure".

Booked Hours

It is essential that you adhere to your agreed booked hours. If something happens that you are delayed, you must make it a priority to notify your educator, late fees may apply (refer to your contract from your nominated educator). Should you need to change your booked care hours please notify your educator.

Absent Days

Please notify your educator if your child will be absent. Child care subsidies (CCB/CCR/JET) can be paid in some situations if you are charged for child care when your child is absent, including public holidays. You will get CCB and CCR for 42 absence days per child each financial year. These can be for any reason and will not require proof.

You can also get CCB and CCR for additional absence days (above the 42 days) for specific reasons only. There is no limit on these days but you will be required to provide documentation (ie medical certificate) to support the absence. You can also access your child's absence record on your online statement along with your child care attendance, CCB and CCR amounts paid statements via your mygov login with the DHS.

Cancellation or Termination of Care

Please notify the office and complete the appropriate form prior to terminating or cancelling care. You must be in attendance on your last day of care to receive the government child care subsidies (CCB/CCR). Recording an absence on your last day of care or consecutive absences to the last day of care will be charged full fees by the educator.

Adhere to the fee schedule

It is essential parents are familiar with and agree to the information covered in the fee schedule provided by your nominated educator/s upon enrolment. It is the parents' responsibility to ensure payment to the educator weekly.

Provision of essentials for care

Parents must ensure that children arrive in care with adequate clothing, nappies, footwear, food and drink for the day. Parents also are responsible for the provision of sunscreen, hats and any other lotions that ensure your child's comfort. All medications and lotions provided by the parent/guardian must be in the original containers and labelled with the child's name. Please refer to the Administration of Medication within this manual or your educator for further information.

Nutritional Food Requirements

A healthy balance of food and drink in sufficient quantity should be provided on a daily basis.

Educator providing the food:

1. Parent will give initial advice to educator with respect to a child's routine and food requirements and continue to consult and exchange information with the Educator as the child grows
2. Some foods such as whole nuts, are inappropriate for very young children
3. Liquids should be offered regularly through the day
4. Food should be stored properly and hygienically with due attention given to foods requiring refrigeration
5. Plenty of fresh food in the form of fruit and vegetables need to be offered
6. Children are encouraged to be seated for a meal as movement can cause choking. Being seated also provides opportunities for social interaction, and as children are more likely to chew their food it is more likely to be digested properly. Young children are not left alone while eating
7. Parents of babies will supply to educators formula etc with required preparations and storage instructions
8. Food is never to be used as a form of punishment either by its provision or denial

Parents providing the food

Choosing a variety of foods is always important and even if your child/ren have their favourites it is wise to encourage new and different food experiences. A variety of small snacks that can be offered during the day allows children the opportunity to choose. Pack carefully and use ice packs to keep food chilled during transporting and remember to label all lunch boxes etc. Where a child has been provided with insufficient food for his/her needs, the educator will negotiate providing the extra food required and charge the parent for the meal, as per the educator's fee schedule.

Drinks

Children should be encouraged to drink water when they are thirsty.

Foods for Special Occasions

Food is often eaten to celebrate special occasions. For many, sharing a birthday cake is an important social occasion. Holidays, festivals and religious celebrations of various cultures provide a valuable opportunity to include special occasion foods. Discuss these special occasions with your educator.

Administration of Medication

Families requesting the administration of medication will be required to follow the guidelines developed by the education and care service to ensure the safety of children and educators. The education and care service will follow legislative guidelines and standards in order to ensure the health of children, families and educators at all times.

PROCEDURE

Medication is not administered to a child being educated and cared for by the service unless:

- A Medication Permission Letter is completed by the parent/guardian giving permission for a child to be given prescription and /or over the counter oral and / or topical medication
- The parent/guardian must be able to confirm that any medications supplied have been administered / applied to the child previously and that there has been no adverse or allergic reaction
- Any prescription medication and any over-the-counter oral medication will be recorded on the Medication Administration Record and completed as per the fields on the record.
- The medication supplied or to be supplied for administration or application will be labelled with the child's name
- A Medication Information Sheet is available as a guide to assist parent/guardians and educators to list all over-the-counter medications that may be supplied for use while children are in care.

GENERAL INFORMATION

Assessment of Family Day Care Venue and Residence

The approved provider conducts an assessment of each venue and residence of the service before education and care is provided to children and at least annually.

The suitability of each residence and venue is determined upon completion of the 'Assessment Audit of a Family Day Care Residence / Venue and Educators Professional Practice' checklist and is considered in relation to, for example the number, ages and abilities of children likely to attend; the existence of water hazards, water features or swimming pools at or near the residence; and the management of animals.

The suitability of each residence and venue is considered in relation to ensure the health, safety and wellbeing of children being educated and cared for by the service are being protected.

The educator must advise of any proposed renovations, acquiring a pet, additional adult occupants or changes to the residence or venue from completion of the original 'Assessment Audit of a Family Day Care Residence / Venue and Educators Professional Practice' checklist in which the education and care service operates .

Before and After School Care

The duty of care begins when the parent/guardian has signed in a child with the educator until school commences. After school care commences when school finishes until the parent/guardian signs the child out. By arrangement, educators can escort a child to and/or from school either by car or walking. These arrangements should be made at the initial interview, and reviewed each year.

Excursions/Outings

Educators are encouraged to attend activities arranged by the service e.g. LINK. In your initial interview you will discuss with the educator the regular outings attended in a week, e.g. parks, shopping, library, school runs and other educator's visits. At the initial interview a Regular Outing & Excursion Authorisation form will be given to parents/guardians. Non regular excursions that are out of the ordinary events e.g. going to the theatre, the non routine permission form must be signed before your child can attend the excursion.

Homework

Educators are not responsible for supervising homework. Educators will, if possible, arrange a quiet area for school age children to do homework, but it is not the educator's responsibility to supervise homework or to ensure that it is completed.

Pets

Pets are in many educators' homes as an integral part of family life. Educators are however, required to maintain a safe and hygienic environment. If you have any reservations about pets, please discuss this matter with the co-ordinator.

Sick Children

Children who have infectious diseases must not be in care. This prevents cross infection with other children in care and your educator becoming ill. Refer to the list of exclusion periods provided by Staying Healthy in Childcare, available from our website. A letter of clearance may be requested before the child can recommence care.

Injury/Illness

Where a child becomes ill, or has an incident or injury, all reasonable steps will be taken to ensure the child receives appropriate care and attention in a timely manner.

The following procedures will be followed:

- All educators and nominated staff members must have current certification in first aid, CPR, asthma and anaphylaxis management training.
- If a child has an injury and/or incident, becomes ill or requires immediate medical aid while care is being provided, every reasonable attempt must be made to notify the parent or guardian as soon as practically

possible; and where a child requires medical treatment, notify the manager, who is responsible for immediately reporting the matter to the approved provider. The service will complete ACECQA forms.

- The child must be kept under adult supervision until the child recovers or the child's family or some other responsible person takes charge of the child.
- A parent or other responsible person must be notified of any medication administered to the child and any other health matter that becomes apparent to the educator. Any medication administered must be documented.
- The educator must document on the *Incident, injury, trauma and illness record* details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while being educated and cared for by the education and care service.
- If a child is sent home during the booked care, educators are to diarise the event

COMMONLY ASKED QUESTIONS

Who do I pay – the office or the Educator?

You will pay the Educator for all fees owing including the service levy.

How often do I pay?

Child care fees are due weekly, and must be paid direct to the educator. You will be given a contract from your nominated educator outlining policy and procedure for payment of fees.

My percentage is 100% or 104% why do I still have to pay?

The child care benefit fee reduction is based on a hourly fee determined by the government. If you are eligible to receive a ccb%, you are receiving a fee reduction of the government hourly fee – not the educator hourly fee, therefore is a gap fee payable.

Can I use care on Public Holidays?

You would need to negotiate with your educator for work related care on a public holiday. A surcharge may apply and a public holiday hourly rate will apply. You are required to pay for public holiday days that fall on your regular booked days. Please discuss this arrangement with your educator.

What do I do if my Educator is not available?

The manager is available on-call to address urgent issues outside of office hours. Please ask your educator for the number to call. The coordination unit may be able to source alternative relief care for you.

IN SUMMARY

Wynnum Family Day Care & Education Service trusts that your time with the service will be a positive life experience for your child in care and for you as a parent in the service. We do encourage your participation in service events and welcome any feedback you may give in regard to the overall service. Always remember, if there are any issues the co-ordinators are only a phone call away.