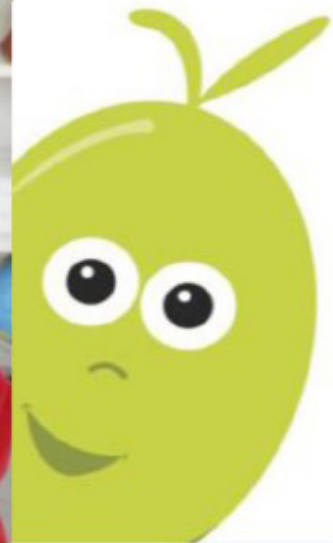


# Olive Grove

CENTRE OF EARLY LEARNING



## PARENT HANDBOOK

Physical address:  
39 Otterden Street  
Gosnells



## Physical address:

39 Otterden Street  
Gosnells  
WA 6110

## Postal Address:

Post box 274  
Gosnells  
WA 6110

## Phone:

(08) 9398 8980

## Mobile:

0459 121 107

## Email:

[admin@olivegrovechildcare.com.au](mailto:admin@olivegrovechildcare.com.au)

## Website:

[www.olivegrovechildcare.com.au](http://www.olivegrovechildcare.com.au)

## Operational hours

07.00am to 18.00pm, Monday to Friday

We are open 52 weeks per year except public holidays, Christmas Eve and New Year's Eve.

**W**elcome to our Service.

The Parent Handbook presents important information you will need to be aware of while you are a part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet, which you must sign, and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

**Our Service has an open-door policy. You and your family are welcome to visit the Service at any time.**

### **Our Policies**

All our policies are available in the policy folder located at reception foyer in the bookshelf together with the sign in sheets.

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

# Index of Contents

<b>Introduction</b> .....	<b>5</b>
<ul style="list-style-type: none"> <li>■ Dear Parents</li> <li>■ Aims for Children</li> <li>■ Philosophy</li> <li>■ The Program</li> <li>■ The Daily Routine</li> <li>■ Services Offered</li> <li>■ Age Groups</li> </ul>	
<b>Children</b> .....	<b>9</b>
<ul style="list-style-type: none"> <li>■ Those First Weeks</li> <li>■ What to Bring</li> <li>■ Birthdays</li> <li>■ Clothing</li> <li>■ Belongings</li> <li>■ Possessions</li> <li>■ Lockers</li> <li>■ Guidance and Discipline</li> <li>■ Rest &amp; Sleep</li> </ul>	
<b>Parents</b> .....	<b>11</b>
<ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Hours of Operation</li> <li>■ Notice Boards</li> <li>■ Enrolments</li> <li>■ Court Orders</li> <li>■ Arrival &amp; Departure</li> <li>■ Parent Involvement</li> <li>■ Commencement Fees</li> <li>■ Service Fees</li> <li>■ Accounts</li> <li>■ Late Fees</li> <li>■ Attendance &amp; Absences</li> <li>■ Allowable Absences</li> <li>■ Holidays</li> <li>■ Waiting List</li> <li>■ Notice of Withdrawal</li> </ul>	

**Health & Safety..... 15**

- Medication
- Asthma
- Sun Protection
- Accidents
- Fire Drills
- Service Safety by Parents

**Educators..... 17**

- Educators Qualifications

**Conclusion .....18**

# Introduction

Welcome to Olive Grove Centre of Early Learning, we hope you and your child enjoy your time and make enjoyable memories with us.

This handbook is an informational resource that is intended to guide you through your child's educational journey at Olive Grove. Our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical, aesthetic skills to become competent and confident individuals, and for you as a parent/guardian to feel safe knowing that your child is receiving the best possible care. Please read this handbook thoroughly and feel free to ask us about anything that you do not fully understand.

## Contact Persons

Approved Provider: Caroline Surtees  
Nominated Supervisor: Caroline Surtees  
Certified Supervisors:  
Educational Leader: Jodi Mitchell

## Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the State Licensing Department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below –

## Western Australia

Department for Communities  
Education and Care Regulatory Unit [www.communities.wa.gov.au](http://www.communities.wa.gov.au)  
1800 199 383,  
[ecru@communities.wa.gov.au](mailto:ecru@communities.wa.gov.au),  
LEVEL 1, 111 WELLINGTON ST, EAST PERTH WA 6004

## Education, Curriculum and Learning

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

Our Educational Leader is: Jodi Mitchell

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we can provide developmental and educational curricula for each group of children.

We will use the relationships children have with their families and communities to build

the curriculum, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

## Early Years Learning Framework Learning (EYLF)

### Learning Outcomes:

#### *Outcome 1: Children have a strong sense of identity*

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

#### *Outcome 2: Children are connected with and contribute to their world*

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

#### *Outcome 3: Children have a strong sense of wellbeing*

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

#### *Outcome 4: Children are confident and involved learners*

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

#### *Outcome 5: Children are effective communicators*

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

If your child's Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

## Philosophy

**NQS 4** Olive Grove Centre of Early Learning invites and welcomes children, families and staff to learn and play in an environment that nurtures and enhances children's abilities by providing a happy, loving, clean, secure, friendly, respectful and educational environment.

We are all learning and we all learn from each other. Together let us build a better foundation for our children by allowing them to feel the sense of belonging and being, and who they become by role modelling, giving guidance where it is needed, sharing ideas and talents, encouraging and appreciating every child's effort.

**NQS 5** Building a substantial & positive relationship with children, giving the children the right to be children, by respecting individual needs, privacy and dignity. At Olive Grove Centre of Early Learning everyone is equal, and every input is valued.

**NQS 1** We understand that children learn differently. Through observation, listening and family input, we encourage everyone's unique learning styles.

**NQS 3** Our learning environment is the third teacher. It is designed for problem solving, building relationships, exploration and stimulation; it challenges and nurtures the development of the child

**NQS 2** We believe every child has a right to equal opportunity, to be treated with respect and to be nourished with love and care thus every child will flourish.

**NQS 6** We also believe cultural diversity enriches us and identifies us as individuals, families and as a community. Therefore; every culture is embraced and appreciated to enrich our centre.

Olive Grove Centre of Early Learning is about working with our children, families and the community. We actively promote and encourage strong partnerships with families and our extended community as this creates a wonderful sense of belonging that is vital to the learning environment of our children.

Our Children are the future, in partnership with families and the community, together we can make a difference.

**NQS 7** Every educator is encouraged to share as well gain knowledge from both colleagues & families. Olive Grove also encourages educators to keep up skilling through research, attending PDs, staff meeting. The Centre Management is there to support, mentor and ensuring each staff Olive Grove becomes a second home both staff and families.

## Grievances, Complaints and Feedback

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

## Child Care Benefits

A family subsidy (Child Care Benefit) is available from the Family Assistance Office



(FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year. Every family regardless of their income is entitled to this assistance.

The Child Care Rebate covers 50% of out of pocket expenses up to a maximum amount each year. The Child Care Rebate is not income tested. If you are claiming Child Care Benefit you are eligible for the Child Care Rebate if you meet a "work study test".

For further details please speak to our Nominated Supervisor or contact Family Assistance Office on 13 6150.

### Opening Hours

The Service is opened for **11** hours per day, 5 days per week, **52 weeks** per year and caters for children from 3 month to 6 years of age.

### The Daily Routine

We provide an environment where the children feel comfortable and secure always, and all our rooms have daily routines that reflect this. Our routines are flexible and designed to maximise each child's opportunities to learn and develop.

Throughout the day, the children will experience several different activities which are part of the educational and developmental curriculum operated by all our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

Each room will display their routine, which parents may read, and educators will be happy to answer any questions. There are summer and winter routines that are adapted to the weather conditions.

### Services Offered

- Long Day Care (full-time, part-time, casual, holidays, half day and full day)
- Morning tea, Lunch, Afternoon tea, late afternoon snack & if there is any special need please make sure you fill it in the enrolment form or put it in writing and discuss with the team leader in the room of your child is. The menu will be on display on the wall next to the kitchen door.

### Age Groups

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

- 3 months - 2 years
- 2years - 3½ years
- 3½ years- 4½ years
- 4½ years – 6 years

# Children

## Those First Weeks

The introduction into long day care can be difficult for children and parents. Children's welfare and happiness are the priority for educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families' needs will vary greatly in the orientation process and individual needs will be addressed.

The following outlines some helpful hints for parents on settling their child into care: -

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Your child will be reassured when they see positive interactions between Educators and parents or Educators and other children, and this will help them to establish trust in an unfamiliar setting.
- Try to talk at home about childcare. Mention the names of the Educators and other children. Talk about the things the child will be able to do at the Centre that are fun and enjoyable.
- Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.
- When leaving your child, it is best to make sure you say **goodbye and then leave**. Hesitating and not going after you have said your goodbyes only confuse them, especially if they are upset. Reassure your child that everything is **alright and you will return later**. This can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and then passing them an Educator, or sitting down with them to read a book or for a short play before leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

## What to Bring

3 months - 6 years

- A change of clothing that is weather appropriate (younger children- especially those toilet training- will need extra changes)
- A hat – a full brimmed wide hat.
- A security item (a cuddly toy) for rest time if your child has one.
- Nappies, if required. Please check with the team leader in your child's room

regarding the number of nappies required per day.

### Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday. Please check with your child's educator prior to the birthday that what you plan to bring in is suitable for all children, including those who may have allergies or special dietary requirements.

### Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints etc. will come out in the wash, accidents do happen so please don't send your child in expensive or designer clothing. Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

The Service only has a limited supply of spare clothing. Please supply at least one change of clothing and underwear (for those children out of nappies) in case of accidents. Toddlers should have about three complete changes of clothing and plenty of training pants.

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

### Clothing safety

**Please do not dress your child in clothing with cords e.g. shorts, hats, as these have the potential to become caught on equipment and may cause serious harm to your child.**

### Belongings

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

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

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

### Lockers

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

### Guidance and Discipline

Educators follow a Behaviour Guidance Policy (in Relationships with Children Policy) which extends across the whole Service giving consistency of expectation in all rooms.

This policy allows children to develop self-discipline, a respect for others, for property and respect for self.

The policy aims are: -

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.
- To encourage the individual social development of each child.

If you require further information on this policy, please ask Educators and refer to the policy book.

### **Rest and Sleep**

Rest time routine varies per individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide baby cots, standard cots/bed for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child's rest needs with Educators.

# Parents

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel; You are given lots of information about what is happening and you are asked for your views

## Communication

What is the best way to communicate with you?

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child. We have many types of communication we use for families in the Service just like you.

## Confidentially and Discretion

Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a **private discussion with our Educators**, please inform us. This can happen face to face or by phone.

*What type of communication do you prefer?*

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

You can tell us your preferred way of communicating on page 13.

*Ways we communicate news/events at the Service:*

- Verbally at arrival and departure times.
- Regular newsletters which will be sent home via the children's individual pockets once a month/ email
- A message section on the day book, where brief notes can be left between Educators and parents.
- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Regular parent meetings are held where parents can raise any issues or topics, give feedback and contribute to decision making.
- Communication/ suggestion box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback. These can be anonymous if desired.
- Occasionally Educators will ask parents to complete short surveys to maintain up to date records and seek parent feedback on various topics.
- Each family will be allocated an individual 'file' in which newsletters, accounts and other written communication will be placed. ***It is the parent's responsibility to read these notices and ensure they are aware of current issues and events***

### ***in the Service.***

- Policies will be regularly reviewed in a variety of ways and your input is very welcome.

## **Communication and Educators**

*What can you expect from Educators?*

Educators will:

- Inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- Share with children's families some of the specific interactions they had with the children during the day.
- Provide information on children's eating and sleeping patterns through verbal communication and through the room sleep and meal chat
- Keep an appropriate record of joint decisions made with families affecting children's progress, interests and experiences. (These may include new events like toilet training etc.)

**Please feel free at any time in person, by phone or email to discuss your child's progress, relationship, interest and experiences.**

## **Parent Involvement**

We highly encourage parent involvement to ensure we maintain the quality of our service. Your contribution of ideas, experiences and skills are welcomed and greatly valued. You may be able to share your skills and experiences in music, craft, cooking, storytelling etc. to enhance your child's program at the Centre.

Parents are welcome to visit or call the Centre at any time. If you have any concerns, please see your child's educator or the Centre Director.

## **Hours of Operation**

Service hours are from **7.00am to 6.00pm**, Monday to Friday, 52 weeks per year.

## **Priority of Access**

Please refer to our Enrolment Policy for more information about the Department of Education, Employment and Workplace Relations' (DEEWR) requirements for Priority of Access.

## **Court Orders**

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

## **Arrival and Departure**

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

### Commencement Fees

Upon enrolment, families **must** pay a security deposit of **two weeks' full fees per child this is to be paid before your child commences at the Service**. This is refundable when your child ceases care or may be used to pay outstanding fees.

A **booking fee of \$30.00** is required when lodging an enrolment form. This is non-refundable if your child does not take a place at our service. This booking fee will be taken as part of your security deposit once your child takes a place at our Service. Should you wish to end your child's place at the service or should management make the decision to terminate your child's place, 2 weeks written notice is required from the ending/terminating party. If this does not occur, a fortnight worth of fees will be billed to you.

Fees must be paid one week in advance. Fees can be paid weekly, fortnightly or monthly in advance by Eftpos. Fees are payable in advance for every day that your child is enrolled at the service. This includes pupil free days, sick days, public and family holidays but excludes periods when the service is closed.

Refunds can take up to eight weeks to ensure your Child Care Benefit entitlements with the Service can be finalised. All refunds are paid by direct debit

### Centre Fees

Current centre fees are \$110.00 per day of attendance and \$55.00 per day for a half day (subject to change with notice).

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

### **Accounts in arrears will be subject to care being cancelled.**

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (13 6150) if this occurs. Payments can be made via credit card with our Eftpos machine on premises.

### Late Fees

A fee of \$1.50 per minute will apply to late pickup of the child. The \$1.50 a minute charge starts after 5 minutes' leeway. The leeway ceases after the third late pick up. Thereafter; late pick up charge of \$1.50 per minute will start at the 18:00 deadline this will be added onto your account.

Please note that the Centre is not Insured and licenced after 18:00.

### Attendance and Absence

Once a child is enrolled at the Service, payment of fees must continue during the child's absence for illness, **public holidays**, annual holidays etc. When a child is absent for any reason we must be notified. The Service is open for fifty-two weeks per year; the only period during which we are closed is Public Holidays, Christmas & Year's Eve. Dates will be advised.

### Allowable Absences

Refer to the Department of Education, Employment and Workplace Relations



(DEEWR) for information about allowable absences.

### **Waiting List**

When our rooms have full enrolment, children's names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be effective immediately if enrolments for that day are not full. If they are full the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority to working parents as per the Priority of Access Guidelines. There is a \$20 waiting list fee per child.

### Priority

A child at risk of serious abuse or neglect

### Second Priority

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

### Third Priority

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 which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$37,960 for 2009-2010, or who or whose partner is on income support;
- Children in families from a non-English speaking background;
- Children in socially isolated families; and
- Children of single parents.

We may require a Third Priority child to vacate a place to make room for a child from a higher priority group. We can only do so if you:

- are notified when your child first entered care that your service follows this policy
- are given at least 14 days' notice of the need for your child to vacate.

### **Notice of Withdrawal**

2 weeks' written notice is required when withdrawing your child from the centre. Shorter notice can be arranged with consultation with the Centre Director.



# Health & Safety

The Service provides a healthy and safe environment for children, Educators and families— please refer to our policies covering nutrition, hygiene, medication and infectious diseases. Children with contagious illnesses must be kept at home. A doctor's certificate must be presented to the service when the children return showing the infection is no longer contagious.

## Food Allergies

We are an allergy aware Service.

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

## Illness

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

## Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.

Medication must be in date, in its original container with the original label, having the child's name on the label, and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. **Please DO NOT leave medication in your child's bag.**

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

## Medical Conditions including asthma and anaphylaxis

The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan.

**Parents are responsible for updating their child's Medical Management Plan or providing a new Plan when necessary.**

## Sun Protection

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

labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people's ears.

Children are required wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun.

### Accidents and Illness

The nominated supervisor will contact parents immediately if a child is involved in a serious accident or illness at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

### Emergency Drills

Throughout the year, the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be displayed in every room.

### Using the Service Safely

- Never leave children unattended in cars while collecting other children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

### Workplace Health and Safety Feedback

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

### Educators: qualifications and ratios

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. Have Working with Children Checks completed and attend monthly Educators' meetings. Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development. For further details on the qualifications of the Educators, please see our Nominated Supervisor.

### Conclusion

We assure your child will have a happy, safe and secure relationship with the centre and its team members and that the time he or she is in our care will be a positive and fulfilling educational journey.

## Remember

When your family becomes involved with the Service, no matter how small or big your involvement, your child will be experiencing the connection between home and our Service. We encourage family participation and involvement in the Service.

Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return this page to the Nominated Supervisor.

Thank you.

---

**Family name**

---

**Parent's full name:**

---

**Child/(children)'s name**

---

**Parent's full name:**

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

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I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Have you completed the orientation evaluation	Yes?	No?
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## Communication

Please indicate the best way to communicate with you:

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

*We welcome your feedback and view "Feedback as a Gift"*

## Parent Input for Individual Curriculum

Child's Name: \_\_\_\_\_

Date of Birth: / / \_\_\_\_\_

Days attending:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

What time will you be arriving and returning to the Service? (estimates as we know these changes daily.)

am: \_\_\_\_\_

pm: \_\_\_\_\_

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

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

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Cultural background of family members – immediate and extended:

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Languages spoken at home (this includes “special” words your child uses for an item e.g. dummy-boo boo)

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Family preferred care giving strategies – any strategy that you see that works for you and your child in relation to situations (e.g. at meal times, when your child is upset, during and after a tantrum)

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Routines - toileting, sleep, rest, nappy changes:

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

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How will we know when your child is tired?

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*What helps your child fall asleep?*

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

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Does your child have any likes/dislikes (in relation to food, play, routines – anything you can think of)

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Here is the opportunity for you to offer us input into your child's individual program. Your input is important to us and your child's program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximise their opportunities for learning.

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

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How could we assist your child in these areas?

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2. What are your child's current interests?

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How can we foster these interests at the Service?

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

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

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This information will be used by Educators to compliment the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child's Educator(s) or the nominated supervisor.

We will also ask you about your child's interests, strengths, needs periodically throughout your child's enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we can program to meet their individual needs. Thank you.

Orientation Evaluation

Name (optional) \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Overall how would you rate the orientation? **(Please circle one)**

**Very Satisfied   Satisfied   Neither   Dissatisfied   Very Dissatisfied**

Yes, No   N/A



Were you given an orientation to familiarise you and your child with the daily routine and activities?

Yes, No N/A

Were you reassured that most children settle in quickly to their new environment?

Yes, No N/A

Did the Nominated Supervisor arrange for you and your child to attend the Service to visit and meet the Educators, and become familiar with the environment?

Yes, No N/A

If your child visited the service before their first day, did the educators indicate your child could participate in the activities if they wished?

Yes, No N/A

Were the daily timetable and curriculum discussed, as well as routines and any special requirements for your child?

Yes, No N/A

Were you encouraged to send any special comfort items (teddy etc.) to help your child in the initial settling in period?

Yes, No N/A

Were you invited to ring and check on your child at any time?

Yes, No N/A

Were you told what to bring? (Birth certificate, immunisation record and Medicare number)

Yes, No N/A

Did Educators explain modes of fee payment and communication (newsletters, pockets, communication box etc.)?

Yes, No N/A

Did Educators explain the importance of labelling personal items and shown the parent library where they can access the Service policies and other resources?

Yes, No N/A

Did the Educators discuss how best to tailor your child's settling in period?

Yes, No N/A

Did Educators encourage you to say goodbye when dropping off – and reassure you that if the child remains distressed over a period they will contact you?

Yes, No N/A

Were you able to stay if needed to reassure your child?

Yes, No N/A

Were you told you will be kept informed when you collect your child about how he or she is settling in and that you are welcome to discuss any issues with the nominated supervisor at a convenient time?

Yes, No N/A

Was the Enrolment Form explained and filled in completely with all relevant information about your child?

Yes, No N/A \_\_\_\_\_

What could we improve on?

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What did we do well?

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Olive Grove Educators and Management would like to thank you for taking the time to give us your feedback. Every bit of information helps us to always meet the needs of the individual children and families.