

The Kindiclub Preschool Information

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WELCOME TO THE KINDICLUB PRESCHOOL

We are privately owned and operated with a proud reputation for providing the very best level of care and educational programs to children within our local community.

The preschool is licensed by the Department of Community Services for 29 children per day aged 2 to 5 years and operates 8.00 am to 5.30 pm, 51 weeks per year. We close between Christmas and New Year and all NSW public holidays.

STAFF PROFILES

KRISTINE STRONG

Licensee & cook



Kristine and Michael opened their first of 3 child care centres in Kariong in 1994. These days however they dedicate their time to The Kindiclub Preschool and their 3 teenage children. Kristine is TAFE certified to prepare menus and meals in children's services as well as filling in for absent staff and management of the business.

MICHAEL STRONG

Maintenance



Michael is a mechanic by trade but now our handy-man extraordinaire: from fencing, painting, decking, landscaping and all sorts of unusual repair requests, Michael is our man. Michael and Kristine have made many improvements to the centre since 1999 particularly in regards to the aesthetics of the grounds and playroom and are focused on providing naturally inspiring play spaces for children.

BROOKE FIELD

Director & Authorised Supervisor



Brooke has worked at the centre for 15 years commencing in 1995 as an untrained assistant and then Director in 2000 after completing her Diploma in Children's Services. Brooke's role encompasses liaising with families, government departments and specialist services, as well as supporting staff and ensuring the highest accreditation and licensing standards are met. Brooke is married with 2 children and will be on maternity leave until April 2011.

KENDALL STOREY - Room Leader & Authorised Supervisor



Kendall commenced at The Kindiclub as trainee in 2004. After completing her Cert III, Kendall went on to gain her Diploma in Children's Services and is currently studying her Bachelor of Education. Kendall is responsible for implementing and evaluating the centre's educational programs and is involved in implementing Early Years Learning Framework and research into contemporary practices in early childhood education. Kendall is Authorised Supervisor in Brooke's absence.

ALISON TALENT - Early Childhood Educator



Ali commenced at The Kindiclub as trainee in 2005 and has since gone on to gain her Diploma in Children's Services. Ali's experience and qualifications enable her to offer greater input into children's individual programs and to assist with trainee staff. Ali has a strong interest on research into natural play environments both indoor and outdoor and has successfully introduced yoga and relaxation into our weekly program with the children.

HANNAH PEACHMAN - Early Childhood Educator



Hannah commenced at The Kindiclub in 2009 as a trainee and completed her Cert III in Children's Services with Distinction. Hannah was recently presented with Trainee of the Year - Children's Services and is now undertaking a double degree in Early Childhood and Primary Teaching. Hannah works 2 days per week whilst studying.

LAURA CATO-SYMONDS - Trainee



Laura commenced in January 2010 as a trainee studying a Certificate III in Children's Services. After successful completion of her studies Laura plans to increase her qualifications to remain in early childhood education.

JASMINE SUCKLING - Trainee



Jasmine commenced her traineeship in March 2010 and is also currently studying her Certificate III in Children's Services. Both trainees are supervised by senior staff members and a representative from Ourimbah TAFE campus. Laura and Jasmine participate in all training and development courses and have just successfully completed their First Aid Certificates.

OUR TEAM

Our team of qualified and trained educators have a wealth of experience in childcare and early learning programs. We are very proud of the low turnover in our team, which means we can provide a consistent & stable environment, in which your child can thrive. Staff undergo continual training, which enables them to develop innovative early childhood programs that best meet the needs of each child.

The centre has adopted the Early Years Learning and Development Framework into current practices and programming and employs additional staff above the ratio required by the Department of Community Services to assist in the integration of children with additional needs and to extend and enrich all children's learning.

Our team has a strong commitment to professional development and participates in training courses and workshops throughout the year.

PARTNERSHIP WITH PARENTS

You and your family are a very important part of our preschool. We value and welcome your support and hope you and your family will become involved in your child's preschool experience.

Families are welcome to make an appointment with staff to discuss their child's progress and overall development. This is an opportunity for staff and parents to collaborate on their child's interests, strengths and family values.

You can also be involved by: talking to your child about their day, reading the whiteboard, checking your child's communication book and reading newsletters, talking to staff about your child's day and general progress, completing surveys, reviewing policies, attending parent nights, participating in fund raising and special events, attending meetings and making suggestions.

WHAT YOUR CHILD WILL LEARN AT PRESCHOOL

- Develop skills that enables them to be independent.
- Communicate with other children and adults.
- Develop good relationships with others.
- Contribute to the well being of others.
- Express themselves through speech, music, movement and art.
- Observe, question and organise their thinking about the world.

LEARNING ENVIRONMENT

Our programs are influenced by the philosophy of Reggio Emilia, and our curriculum follows The Early Years Learning Framework (EYLF). These influences value the building of relationships with children, families, staff and the community and recognise that play is essential for learning.

Our preschool learning environment reflects the view that the children are capable and constructors of their own knowledge and the adults are facilitators and co learners. Children are free to choose the areas of interest in which to participate throughout the day and the staff and children engage in collaborative decision-making about the equipment which is used or offered.

Each day, experiences provided are based on the children's interest are provided. These include art, puzzles, blocks, dough, dramatic play, writing corner, construction toys, journals, computer, books, sand, active and imaginative play, gardening, story telling and music. Children can initiate or continue their own projects and investigations that may last days or weeks. Some children may also be involved in collaborative projects with other children. Children will also have the opportunity to participate in group activities with either a small or large group.

The program and daily routine are flexible and recognise the individual needs and interests of the children. Visitors are also planned throughout the year to extend the children's learning beyond those offered in the preschool on a daily basis.

PHILOSOPHY

The Kindiclub Preschool believes that each child, family and staff member is a unique and valued individual. We value and honour diversity and accept and celebrate differences in other people. We believe each person and their families values, culture, beliefs, abilities and language should be acknowledged and accepted and reflected in all aspects of the learning environment.

LO1, LO2, P1, P4

We believe in celebrating, learning and building a community of learners that enables children to develop, not only a readiness for the transition to school, but more meaningful, a readiness for life. *LO1, LO2, P2, P3*

We believe our community of learners are the children, their families, the staff and all people and services in the Community which the

preschool has made connections with over many years. We believe that being a member of a diverse community means we have a responsibility to our children and families to establish and maintain a sense of belonging to the local community.

LO1, LO2, P4, P5

We believe in providing an accepting environment that promotes the children and staff's personal growth and develops their positive self esteem and confidence. We believe it is important to develop respectful relationships with children, families and staff in an environment that encourages open and meaningful communication. We encourage and support children to interact peacefully and collaboratively with each other, express empathy for others and actively challenge bias.

LO2, LO4, P1, P2

We believe children are capable, resourceful and valued members of the community. We believe children should be encouraged and supported to follow their learning interests with the support of their peers and adults. We believe that play is essential to children's learning and that children learn most effectively within an unhurried environment with meaningful, authentic experiences.

We believe a sense of wonder, belonging to and love of the natural environment, living things and animals is critical for young children to develop lifelong respectful, positive and proactive attitudes towards protecting our environment, caring for all living creatures and creating a sustainable environment.

LO3, LO4, P1, P2, P3

We believe that play is essential and valuable in the lives of young children. We believe play should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting and challenging.

LO3, LO4

We believe it is important to provide opportunities for children to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of their peers and the staff. We believe in honouring and celebrating the children's play and discoveries through meaningful documentation. We believe children should be encouraged and supported to make their own decisions and choices and seek to actively develop positive problem solving skills in a success-orientated environment. We believe it is important to provide children with opportunities to develop competence in language; verbal and non verbal, literacy and numeracy capabilities. We provide children with opportunities to

discover and learn about themselves and their peers and the environment in an atmosphere that encourages harmonious and meaningful life enhancing relationships. We believe in supporting and developing a partnership with families to share the nurturing and care of their children. We encourage each family to participate in the preschool community and support and welcome their interest and involvement.

LO1, LO2, LO3, LO4, LO5, P1, P2, P3, P5

Source: *The Early Years Learning Framework for Australia*

Date: 16th February 20 (review February 2011)

FEES & CHARGES

Current Fees & Charges:

\$68.00 per day (2-3 years)

\$65.00 per day (3-5 years)

50c charge per day for sheet supply

50c charge per nappy supplies

50c charge per day hat charge if supplied

\$10.00 charge for a printed copy of your child's digital portfolio

\$2.00 charge for your child's digital portfolio on disk.

Late Fee

\$10.00 per 5 minutes or part there of after 5.30pm based on the preschool clock.

Bond & Administration Fee

A fully refundable deposit of two weeks full fees based on your child's days of attendance is paid on enrolment. The bond is refunded by cheque or direct credit within 14 days of the enrolment ceasing only when 2 weeks notice in writing is given to cease enrolment AND only after cancellation of CCB has been confirmed with the Family Assistance Office. This is the responsibility of the parent. The bond is not refunded should enrolment be cancelled prior to the child commencing or where fees are in arrears.

A one off \$40.00 administration fee is to be paid prior to commencement at the service; this fee is non – refundable.

Make-Up Days

- available to families attending 1-4 days
- parents book their preferred day and staff will approve.
- Parents have six months to take their day, after which the day is deleted.
- Make-up days will not be given where fees are in arrears.

Cancellations must be made by 9.00am the day before otherwise the

make-up day will be forfeited (even for absence due to illness) as others cannot use that day whilst it is booked.

Child Care Benefit/Rebate (CCB or CCR)

This is a government payment made to families to assist with the cost of child care depending on a family income. CCB payments may be made as a weekly fee reduction or a lump sum payment to parents at the end of the financial year. Parents must contact the Family Assistance Office on 136 150 to find out their entitlement.

24, 50 & 50+ Hour Limit for CCB

The FAO will assess whether a family is entitled to 24 hours, 50 hours or 50+ hours of care. The entitlement is based on whether parents are working, non-working, seeking employment or studying.

Absences with CCB

The government will pay CCB when your child is absent for a maximum of 42 days per financial year (including public holidays). Once all the first 42 absence days have been used CCB will also be payable for absences taken for these reasons:

- ✓ illness (with a medical certificate)
- ✓ non-immunisation (with written evidence)
- ✓ rostered days off/rotating shift work (with written evidence)
- ✓ temporary closure of a school or pupil-free days
- ✓ periods of local emergency
- ✓ shared care arrangements due to a court order,
- ✓ parenting plan or parenting order (with copy of documentation)
- ✓ attendance at preschool
- ✓ exceptional circumstances.

Priority of Access

Due to the high demand for child care, priority of access guidelines have been set by the Australian Government for allocating places in childcare services. These guidelines set out the following three levels of priority.

Priority 1 A child at risk of serious abuse or neglect

Priority 2 A child of single parents who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the FAO act.

Priority 3 Any other child

Immunisation

Upon enrolment you will need to present your child's immunisation records and ensure records are maintained with the centre Director. If your child fails to be immunized without a conscientious objector for your Childcare Benefit can be cancelled at anytime and your child WILL be excluded in an outbreak occurs.

Notice When Leaving

When the time comes for your child to leave our centre 2 weeks written notice MUST be given to the Centre Director. Accordance to the Family Assistance Office your child MUST attend those 2 weeks for Childcare Benefit (CCB) to be paid; this is to prevent a child attending 2 centres and both centres claiming CCB.

TOYS AND GAMES

As toys/games/money/jewellery can be easily lost or broken, we ask that children do not bring them to preschool. Guns and swords are inappropriate items for "show and tell" and must not be brought to preschool. A cuddly toy may be brought in for rest time.

CLOTHES

Children are asked to wear sturdy play clothes suitable for playing and climbing. We suggest shorts, t-shirts and sandals with a hat for outdoors in the summer, jeans or slacks with a sloppy joe or jumper etc. for the cooler weather. All belongings must be labelled! Please send along a spare pair of "undies" incase of accidents. For your child's safety, the following restrictions also apply:

- No thongs or "party shoes".
- No frilly or long dresses.
- No flowing articles e.g. scarves.
- If earrings are worn they should be plain studs.
- Costumes (e.g. super heroes) are not appropriate.
- No thongs, soccer boots or gum boots

SICK CHILDREN

Sick children will be excluded from attending. Your child is considered unwell if:

- Sleeps at unusual times
- Has a fever of 38C or more
- Is crying constantly as a result of discomfort due to illness
- Has vomited or had abnormally loose stools within the last 24 hours
- Is reacting badly to medications
- Is in need of constant one to one care and cannot function

normally within the centre environment.

- Has a green runny nose
- Has severe, persistent or prolonged coughing
- Has frequent scratching of the scalp or skin
- Presents with symptoms of a condition that requires exclusion from the centre

MEDICATION

Prescribed Medication can only be administered to a child if all the following steps have been taken:

Write medication details on the medication sheet clearly stating:

- Name of child
- Name of medication
- Dosage to be given
- Sign your name

Hand the medication and the folder to a staff member (never leave medication in a child's bag)

All medication must

be in its original container

be prescribed for that child only (prescription); and

show a current expiry date

Prescription creams (eg cortisone) must also be in original packaging showing doctor's instructions and child's name, etc.

Staff will administer the medication in front of a witness and both staff members will sign the medication sheet.

Paracetamol (PANADOL):

To guard against the over use of paracetamol, and minimise the risk of masking underlying reasons behind high temperatures and other symptoms, the following guidelines for the administration of paracetamol will be strictly enforced.

Staff will only administer paracetamol (panadol) if it is accompanied by a doctor's letter prescribing the name of the child it is to be administered to, the reason for administering, the dosage and length of time (date and days) it is to be administered for.

If a child presents with a fever at the centre (37.5 C or above), we will notify the parents or emergency contact immediately and ask them to organise collection of the child ASAP, and encourage them to visit a doctor to determine the cause of the temperature. (See Exclusion of Sick Children Policy). Fever is the body's natural response to

infection and may be an indication of a presenting viral infection.

Although paracetamol and ibuprofen is widely used in children with fever, it is often not effective in reducing fever and does not reduce the incidence of febrile convulsions.

While waiting for the child to be picked up, staff will follow the following steps in first aid to help treat the fever:

- some of the child's clothing will be removed to cool them down
- plenty of fluids will be offered to the child
- the child will be rested and encouraged to lay down
- a cool face washer will be applied to the child's forehead
- the child's temperature and general well-being will be monitored

Antibiotics

Children will be excluded from the centre for 24 hours after commencing a course of antibiotics to ensure the child is well enough to attend and does not have a reaction to the antibiotics.

Asthma

If a child suffers from Asthma, upon enrolment, parents must supply the centre with an up to date Asthma action Plan from the child's doctor. Details required must include symptoms and signs of asthma, what triggers their asthma attacks, name of medication, how to administer the asthma medication and an emergency action plan.

These plans will be kept in the child's file as well as on display in the kitchen for all staff awareness. Any medications such as pumps, inhalers etc, should be clearly labeled with the child's name and handed to a staff member upon arrival, where it will be placed in the locked medicine cupboard.

In the case of non-prescribed asthma medication a "blanket" letter from your family doctor will be satisfactory for staff to administer this type of medication when required.

Skin Creams/Ointments

Any non prescribed product used to treat a specific ailment (including nappy rash) will NOT be administered without a letter from a Health Practitioner (eg – non prescription anti-fungal and cortisone).

Moisturisers and Barrier Creams eg, SORBOLENE, BEPANTHEN & ZINC AND CASTER OIL are not medications and will be accepted without authorization.

HATS

Children must bring a hat to preschool every day. Hats must be either legionnaires or broad brimmed (recommended 5 cm brim).

MEALS

We provide morning tea, lunch, afternoon tea and a light snack in the late afternoon. All meals are nutritiously balanced and prepared in our kitchen by an experienced cook and we cater for special dietary requirements.

REST TIME

Children are encouraged to relax during sleep/rest time, so that those who actually need to sleep will be able to. No child is forced to sleep. Children who do not sleep but need to rest are supported and may participate in quiet table activities and chapter book reading.

STARTING PRESCHOOL

Talk to your child in positive terms about coming to preschool. Avoid saying things like "You won't be afraid" as this has the reverse effect and alerts the child to the possibility that there may indeed be something to be afraid of when this thought hasn't occurred to them before. Talk about all the good things to be experienced – new friends to be made, new toys to play with and new games to be learned. Sound happy and excited yourself, your tone of voice carries just as strong a message as the actual words you say. Assume your child will have a happy time, say so, and the chances that he/she will be happy are much increased.

Make sure your child knows in advance that you will be back to pick them up. Build up your child's confidence by telling them how they have grown and so on. Help them to feel good about themselves and confident that they will easily fit into the new environment.

When you have signed your child in and it is indicated that it is time for you to leave, please do so promptly. No matter how tempted you are, it is best not to linger or watch from a distance. This will only increase your child's anxiety. If they cry or throw a tantrum, do not worry, as this is quite normal and expected. They soon stop when mum, dad or the caregiver is gone.

When you pick your child up from their first day try not to bombard them with questions or keep asking if they were happy. Remember that they will very likely be exhausted and could easily burst into tears at the first sight of you. Give them time to unwind. After all, they have used a lot of emotional and physical energy this first day, trying hard to do the right thing and to remember all they have been told and shown.

Do try to wait until comments about preschool are offered and the child is ready to talk. Naturally, you are eager to learn about your child's day. Some parents become concerned when their child tells them only negative things that happened – stories about getting into trouble or not having anyone to play with. It's best to give stories like this only perfunctory attention at first. It could be that your child is testing your response, especially if you have shown anxiety by asking questions like "Tell me what you learnt today."

Do not take little ups and downs seriously (or be too judgemental about staff). Do not overreact to these little tales of woe that might come home in the early weeks. Be calm and remember, if your child knows that you expect problems, he/she will make sure you get them!

Sometimes after a few days (or even weeks), your child may have decided they have had enough and want to stay at home. This is not unusual. Many children are not used to this routine and are tired, and the excitement and novelty has worn off. If you wish your child to continue at preschool it is best to be firm and keep on bringing them. If you relent and keep them home, you will only get the same reaction (or worse) when you bring them back. Be assured, tears and tantrums soon stop when you leave (as hard as it may seem for you to leave them when they appear unhappy).

Be positive and they will soon settle down. If, at any time, you have any concerns about your child, please feel free to discuss them with the preschool staff. Our aim is to provide a positive and rewarding experience for your child whilst attending our preschool.

PARENTS COMPLAINTS AND GRIEVANCES

Parents wishing to make a complaint may do so directly to the director, room leader or licensee. This can be done either by arranging an appointment to discuss the problem or by putting it in writing. All complaints will be taken seriously regardless of how small the complaint is. We do our best to reach an agreement acceptable to the parents and the centre. Any concerns raised will be kept confidential from other staff and parents not involved in the situation.

POSITIVE BEHAVIOR GUIDANCE

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, are two of those challenges.

As educators our aim is to gain sound knowledge and understanding of each child's individual social, emotional and cognitive development and recommend appropriate practices to assist in positive behaviour guidance.

POLICIES

Below is a full list of the centres policies which are available for parents to read at any time in the foyer area.

LICENCE DETAILS

OUR PHILOSOPHY

CODE OF ETHICS

CENTRE GOALS

ACCREDITATION

FEES AND CHARGES

TERMS AND CONDITIONS

PRIVACY

RETENTION OF RECORDS

CENTRE MANAGEMENT

CURRICULUM

TRANSITION TO SCHOOL & SCHOOL PREPARATION

INTERACTIONS WITH CHILDREN

SUPERVISION OF CHILDREN

ACCESS & CUSTODY

ARRIVAL & DEPARTURE

BIRTHDAYS

ENROLMENT & ORIENTATION

INCLUSION & DIVERSITY

BEHAVIOUR GUIDANCE

A GUIDE TO POSITIVE PLAY

REST AND SLEEP

PHOTOGRAPHIC & DIGITAL CAMERA

MEDIA

CLOTHING AND COMFORT

EXCURSIONS

WATER POLICY

SUNSMART UV POLICY

CHILD PROTECTION – MANDATORY REPORTING

SEPARATION ANXIETY

COMMUNICATION

CONFLICT RESOLUTION

(PARENTS OR STAFF)

PARENT INVOLVEMENT

PARENTS CODE OF CONDUCT

NO SMOKING

FOOD & NUTRITION

FOOD PREPARATION & HANDLING

FOOD SAFETY PLAN

SEVERE ALLERGIES & ANAPHYLAXIS

ELIMINATING TRIGGER FOODS – EGGS, NUTS, FISH AT THE CENTRE

EXCLUSION OF SICK AND CONTAGIOUS PERSONS

MEDICAL EMERGENCY TREATMENT

DEATH OF A CHILD OR STAFF MEMBER

FIRST AID

MEDICATION POLICY

MANAGING CHILDREN WITH EPILEPSY

IMMUNISATION

TOILET TRAINING

NAPPY CHANGING

HANDWASHING

ORAL HEALTH