



# Pebbles Family Day Care

## Parents Information Booklet



## Welcome

Welcome to Pebbles Family Day Care.

PEBBLES FAMILY DAY CARE is an accredited Child Care Service, approved and funded by the Commonwealth government. The service is aimed at delivering quality and affordable child care and meeting the diverse child care needs of families across Brisbane, and other areas.

Pebbles Family Day Care understands how important it is for each child to be given quality care and education in life, so they can reach their full potential. Children have the right to learn and grow in an environment of positive guidance and nurturing. In the provision of child care, the interests of the child are of paramount concern.

At Pebbles FDC, care is provided in a family environment, offering care that is nurturing, provides a sense of extended family and is able to meet the individual needs of children in care due to the smaller numbers.

This parent handbook is available on our website. Should you have any queries please do not hesitate to get in touch!

## Contact Details

The office is located at 12/91 Wembley Road, Logan Central QLD

4114 **Phone:** 07 3416 0286

**Email:** info.pebblesfdc@gmail.com **Website:** <http://www.pebblesfdc.com.au/>

Office hours are Monday to Friday 9am-5pm. Coordinators are available during office hours to discuss concerns, or appointments may be made for discussions outside of office hours. If phoning outside office hours, please leave a message and your call will be returned. Alternatively, you may contact the after-hours emergency number 0423 131 861.

**Director/Service Manager/Nominated Supervisor:** Cassidy Nkonde

**Coordinators:** 07 3416 0286

**Approved Provider:** Pebbles Family Day Care Pty Ltd

**Child Care Services Program:**

Family Day Care

**Regulatory Authority (information) Early Childhood Education and Care Department of**

**Education and Training**

Hope Island Regional Office | South East Region

Department of Education and Training

P: 07 5656 6736

F: 07 5656 6662

E: [southeastregion.ecec@det.qld.gov.au](mailto:southeastregion.ecec@det.qld.gov.au)

A: Building C, Level 1 | 340 Hope Island Road | Hope Island QLD

4212 Postal Address: PO Box 492 | Oxenford QLD 4210

## **Mission**

To provide a quality Family Day Care Service and maintain a trusting and collaborative relationship with Staff, Educators, Children and Families. To ensure that Educators provide a safe, happy home environment that promotes children's learning.

## **Values and Beliefs**

We value, respect and embrace all Children, Families, and our Educators who come from various cultural backgrounds. All families with Pebbles Family Day Care, will be treated with respect, equity and maintain inclusive integration at all times with our Services.

We believe that ongoing reviewing and evaluation of policies and practices is essential in maintaining a high quality Service.

We believe that a collaborative relationship between families, educators and staff is essential when developing and reviewing Pebbles Family Day Care policies and practices.

We believe in maintaining Confidentiality within our Services protecting the rights of privacy of each individual member of the Pebbles Family Day Care Unit.

We see professional development of Educators and Staff crucial in maintaining best practices and therefore, are committed in supporting, training and encouraging ongoing development for all Educators and staff.

We believe the relationship between Educators and coordination unit staff places value on and embraces diversity, teamwork, mutual respect, and professionalism.

We believe in positive guidance and that behaviour management should not include physical, verbal or emotional punishment, including punishment that humiliates, frightens or threatens a child.

We believe that educator's interactions with children need to allow for opportunities for a child to express their individuality, to freely choose activities and have access to a variety of experiences to cater for all developmental learning areas

## **Philosophy Statement**

Pebbles Family Day Care aims to provide safe, flexible, high quality child care accessible to all families through its Family Day Care program. Our commitment to families and children is to provide safe, caring, supportive, nurturing environments that are engaging and build success for life through play and early educational opportunities.

### **Children**

We believe all children should feel safe, secure, respected, valued for their individuality which is free from bias or discrimination enabling a strong sense of identity.

We believe all children need a stimulating environment to explore, problem solve, create and construct. Environments which are vibrant and have flexible spaces to respond to the interests and skill set of each child.

We believe practicing cultural and familial diversity creates a genuine and positive global perspective for both children and Educators. Having a global perspective firmly underpins our ability here at Pebbles FDC to understand, communicate interact more effectively with the various cultures we have within our FDC Educators.

We believe that all Children are confident and involved learners who come with their own unique skills sets and learning styles.

We believe that allowing children autonomy is an important development skill set for future decision-making and enables a child to grow into more confident lifelong learners. We believe that all families have the right to access quality care that is affordable and meets their child's individual needs. We believe in being sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.

We respect the views and values of each family, acknowledging the family as the primary care provider and the children's first and most influential teachers.

We believe in providing an environment where families have an involvement in the scheme and are invited to participate in care activities and service management to develop positive relationships based on mutual trust and open communication.

We believe in respecting the uniqueness of each family and strive to learn about their culture, lifestyle, customs, language, beliefs and kinship systems.  
We at all times maintain confidentiality and respect family's rights to privacy.

### **Service / Coordinators / Educators**

We use Early Years Learning, the National Quality Standards and the My Time Our Place frameworks as main foundations in regards to our programming and environmental settings to maintain quality early childhood practices.



We believe it is essential to ensure that all children are provided with a high quality of care in a safe and nurturing environment

We believe it is important to continually reflect on practices and procedures with the aim of continuously improving our service to the community and be alert to emerging trends and policies.

We believe in honouring the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families as well as the original custodial owners of Australia

We believe in providing a service that meets the needs of individual children and their families.

We believe paramount, is cohesive and respectful relationships with parents, educators, management, the community and both family and indigenous elders is essential in maintaining integrity and quality for our practice.

We believe that working in partnerships with families and educators, through ongoing, education, workshops and support, will enhance the quality of care that children receive.

We believe supporting the various attributes and diversity of all Educators creates a more extensive resource of knowledge and experiences to our pebbles team.

### **Theoretical Perspectives**

- "Learning is no more than a sector of cognitive development that is facilitated by experience" - Jean Piaget
- "Curiosity in children....is but an appetite after knowledge" - John Locke
- "Each person's map of the world is as unique as their thumbprint. There are no two people alike...no two people understand the same sentence the same way...So in dealing with people try not to fit them to your concept of what they should be" - Milton Erickson
- "The more children know that you value them that you consider them extraordinary people, the more willing they will be to listen to you and afford the same esteem. And the more appropriate your teaching, based on your knowledge of them, the more eager your children will be to learn from you. And the more they learn, the more extraordinary they will become" - M.Scott Peck
- "Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things" - Lev Vysotsky
- "Almost all creativity involves purposeful play" - Abraham Maslow
- "Children learn as they play. Most importantly, in play children learn how to learn" - O.Fred Donaldson
- "The teacher must orient his work not on yesterday's development in the child but on tomorrow's" - Lev Vygotsky.

## **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](http://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 Family Day Care**

Family Day Care is a network of educators registered to provide home based care and learning opportunities in their own homes for children, supported by a central Coordination unit. Family Day Care caters for children from birth upwards. It is a flexible service aiming to provide care according to each family's needs. The service is approved to administer Child Care Subsidies.

Family Day Care is regulated by the Australian Children's Education and Care Quality Authority ([www.acecqa.gov.au](http://www.acecqa.gov.au)) through the Queensland Office for Early Childhood Education and Care Department of Education and Training under the provisions of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulation 2011. Resource officers may be contacted at:

Postal Address: PO Box 492, Oxenford QLD 4210

Telephone: 07 5656 6736

Office Hours: 8:30am to 4:30pm

Compliance email address: [southeastregion.ecec@det.qld.gov.au](mailto:southeastregion.ecec@det.qld.gov.au)

Pebbles Family Day Care is accredited under National Quality Standards for Early Childhood Education and Care and School Age Care. Copies of the National Quality Standards are available for educators and families at [www.acecqa.gov.au](http://www.acecqa.gov.au)

Policies and relevant information also available on Pebbles Family Day Care website can also be emailed to families on request.

## Privacy

### **POLICY**

We respect your privacy

### **PROCEDURE**

Pebbles 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.

## **Services offered to Members**

### **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.

## **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.

## **Complaints Policy**

Pebbles 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.

Pebbles 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 Pebbles 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.

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 Pebbles 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. This 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 who in turn shall notify the Director.

The parties may request that this step be facilitated

Satisfaction achieved

Manager and Director may facilitate discussion and action between the parties

Document agreement and file securely

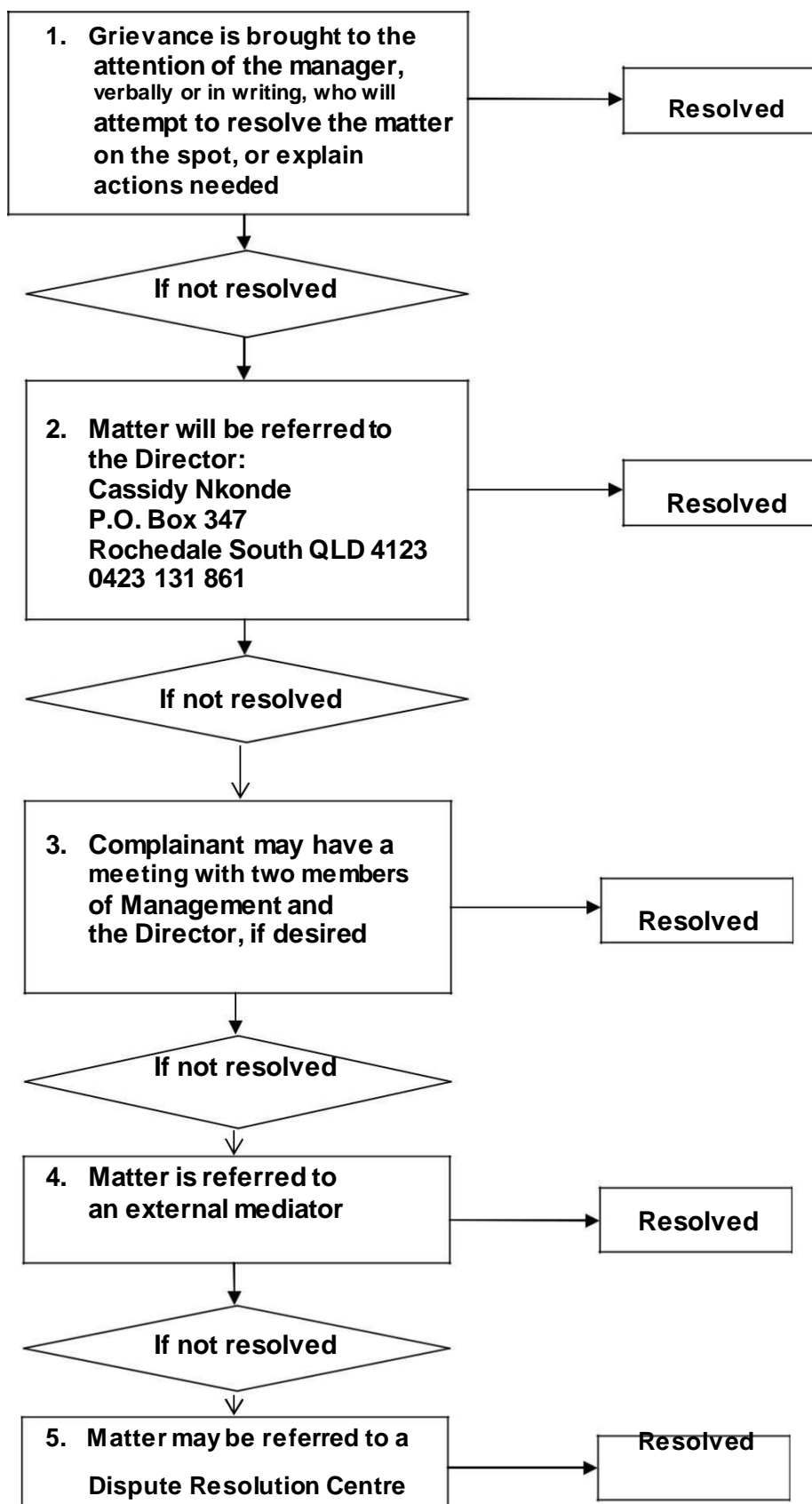
Negotiate timeframes for action

Negotiate timeframes to review agreement

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

### *Step 3*

The Director 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**

Pebbles 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.
- Tell me about the routine during the day – sleeping, meal times, car travel, accommodating

other children in care in regard 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/preschooler/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?
- 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 Pebbles 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 Pebbles 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 0423 131 861.

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.

### **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-coordinators 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.

## 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.

## **Settling In and What to Bring Each Day**

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.

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-coordinators.

Each educator's service is different, and your educator will advise you of what you should pack for your child each day. As a guide, you should consider:

- A full set of spare clothes
- A sufficient supply of nappies and a bag or bucket with lid for used cloth nappies
- Sunscreen, sunglasses and a hat that offers adequate coverage from the sun (8-10 cm brim legionnaire's style recommended)
- Adequate supply of nutritious food
- Water bottle
- Special comfort toys if needed
- Suitable footwear
- Bottles of milk/formula if required

Dress your child in appropriate clothing, taking into account the weather and sun safety recommendations. Your child will probably get a bit messy during the day, so avoid wearing 'special' clothing that you don't want them to get dirty.



## Food and Drinks

It is service policy that children are provided with sound nutrition while in care. 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.

Parents are requested to supply healthy and nutritious food and drink in sufficient quantity. Foods to avoid for younger children include corn chips, popcorn, whole nuts, hard fruit or uncooked vegetables like carrot. Careful supervision and monitoring of children is needed. Water is the preferred drink for children, and educators will ensure it is available to children at all times.

Suggested lunchbox ideas include:

- Fresh fruit or vegetables
- Healthy snacks (rice cakes, yoghurt, cheese and crackers, boiled egg)
- Main lunch food (sandwich, leftovers)
- Water bottle

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. Food should be stored properly and hygienically with due attention given to foods requiring refrigeration
3. 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
4. Parents of babies will supply to educators formula etc with required preparations and storage instructions
5. Food is never to be used as a form of punishment either by its provision or denial

**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.

**Breast Feeding-** Parent's choice to provide breast milk for their child is supported and encouraged by the service. Breast milk is a bodily fluid and needs to be treated with care. Breast milk should be clearly labeled and supplied in a non-spill airtight container or breast milk bags. It should be carried in a way to prevent spoilage (i.e. in an insulated container with a frozen cooler brick) and must be refrigerated by storing in the coldest part of the fridge and can be kept for three to five days. Comfortable spaces are provided for mothers who wish to breastfeed their baby at the educator's service or in any Pebbles building.

**Formulas-** Infant formula may be prepared in advance if refrigerated and used within 24 hours. It is recommended that parents provide extra breast milk/formula for new infants commencing care to ensure there is no shortage throughout the day.

## Enrolment Process & Changes to Personal Information

Pebbles Family Day Care has no enrolment fees however some educators do require an advance payment to secure a child's place, and this may be held until the child ceases care with the educator. On enrolment with an educator, parents will sign a children's enrolment form containing booked Hours form and Parental Booking Agreement. It is essential that parents adhere to their agreed booked hours. If something happens that may cause a delay, parents must make it a priority to notify their educator. Late fees may apply (refer to contract from nominated educator). Should there be a need in change of booked care hours, please notify the nominated educator. It is very important that the enrolment process is complete before a child starts care.

## 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.

## Fees and Absences

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. Pebbles Family Day Care is responsible for the overall fee setting as outlined by the Department of Education. Pebbles FDC policy for the setting of hourly rates, late fees, meal and travel fees may vary between educator services based on the service provided by the independent educator agent. Payment of fees is required on a weekly basis and paid directly to the educator. Receipts must be provided by the educator at time of payment.

Receipts are to be issued by the educator for all payments including bonds or advance payments. Pebbles provides a weekly statement to families through Harmony Web showing their usage but this will not show actual payments to the educator that have occurred, the only record for this is a receipt from the educator.

Normal fees apply to all absences from care with the exception of times when the educator is not available for care. If absences from care are due to an educator being unavailable, fees do not apply, and absences are not recorded. Child Care Subsidy is payable for the first 42 absence days from care across all approved child care services during each financial year. If a child is enrolled on a day that a public holiday falls on, and the educator would otherwise have been available for care, normal fees apply. Public holidays will be counted as an absence day for Child Care Subsidy if the child would normally have attended the service or individual educator on the day if it were not a public holiday. For transparency of fees, families sign a fee schedule with the educator prior to care starting. Weekly parent statements are sent to families showing hourly fee, levies, subsidies & absences.

## Cancellation of Care

1-2 weeks' notice to the other party is required if a parent or educator wishes to terminate the booking based on the Parental Booking Agreement form. Child Care Subsidy can only be claimed if a child attends care for the last day of the period of notice or is absent for an Additional Absence Reason after exceeding the initial 42 allowable absences (see Policy 5.1 Absences from Care). If a child does not attend care during the notice period without any additional absences in place after exceeding the initial 42 allowable absences, the educator is able to charge the family full fees or use the initial bond/advance payment from the family for this period.

## Alternate Care

Educators may take holidays during the year. Parents will receive advance notice of an educator's holiday. Occasionally an educator may be unwell and unable to provide care. It is the responsibility of parents to contact the service if alternate care is required with another educator. While it is not possible to guarantee that alternate care will be available every effort will be made to assist. Fees do not apply when alternate care is not available or is not required.

## Illness

The Service aims to care for the health and well-being of all children in care.

If a child is ill at home and there is a possibility the child may be suffering from an infectious illness, this needs to be clarified and a medical diagnosis provided before the child is admitted into child care. The educator should request a clearance letter where there is any concern that a child may be contagious.

As the needs of all children in care must be considered, children with infectious illnesses must be excluded from care as recommended by the National Health and Medical Research Council of 1992 and detailed in the current edition of "Staying Healthy in Child Care". All educators are supplied with a copy of this publication.

In addition, Service policy requires a child be excluded from care for at least 24 hours after the last episode of vomiting or diarrhoea.

Children presenting with rashes, vomiting, diarrhoea, high temperatures, coughing (coughing that is of concern) will be excluded from care unless cleared by a doctor. A child may have a rash or temperature and appear well, but these are signs that the child may have a virus and could have the potential to be contagious, the service will require for the child to be free of the rash or temperature before returning to care. In the event of a high temperature or if a child develops an infectious illness (i.e. vomiting, diarrhoea, rash or concerning cough) the educator will contact the parent to collect the child immediately.

Coughs have the potential to be contagious and can have serious consequences, educators will discuss concerns with the parents and may require clearance letters before children return to ensure the well-being of all children. Children are not to attend care unless they are well enough to be in care. If the educator has observed the child to be unwell parents will be contacted to make arrangement for the child to be collected.

A clearance letter may be requested by the educator or the service if a child has an injury or illness that may pose further risk to themselves or other children, or if the child is observed by the educator to not be well enough to attend care. If the clearance letter does not provide enough information and there is still concern that the child is not well, or it is not safe for the child to return to care, further information will be sought from the doctor with the parent's permission prior to returning to care.

**Action Plan for High Temperature-** A parent may provide written permission on a Health Care Plan for Fevers to administer one dose only of paracetamol for temperatures over 38 degrees that do not respond to the cooling down procedure (Refer to 7.11(b) Action Plan for a child with a High Temperature). Paracetamol cannot be given for any other reason other than from pain and teething, unless there is written authorisation by the parent. If a Health Care Plan is in place the parent must supply the paracetamol/ibuprofen in the original bottle with chemist label.

## Immunisation

Medical immunisation is recommended for all children and early childhood educators, but is not a compulsory requirement for participation in care. The service provides care to both immunised and non-immunised children. If a child is not up-to-date with their immunisation, the service can choose to refuse enrolment, cancel enrolment or refuse attendance, or impose a condition on the child's enrolment or attendance. Educators may choose to not accept enrolment of non-immunised children; however, this must be a joint decision between the educator and service, and should be based on possible risks and best practice (e.g. pregnant mothers, young babies).

Children who cannot be vaccinated for medical reasons or who are on a recognised vaccination catch-up schedule are considered up-to-date, and this will be the status on their immunisation history statement. The service cannot refuse to let these children attend, based on their immunisation status.

Immunisation requirements apply to all children and young individuals under 20 years of age.

If families claim or intend to claim Child Care Subsidies, the child needs to be up to date with their immunisations when the claim is made. The family will need to provide the child's Medicare number when they claim. The Medicare card number will be used to check if your child meets the immunisation requirements on the Immunisation Register: <https://www.humanservices.gov.au/individuals/services/medicare/australian-immunisation-register>

If the child isn't up to date with their immunisations, it will also affect their eligibility for Child Care Subsidies.

Parents are responsible for ensuring the service has up-to-date information regarding their child's immunisation status. This information is initially collected at enrolment, and parents can update this by logging into their enrolment form, or advising the coordination unit.

## Medication

The service requires the written consent of a parent before administering any form of medication to a child.

1. The parent must give the educator a written authority for administration of all medication, specifying the date/s, name of the medication, dosage, and time of administration and time of last dose together with the parent's signature on the service's Medication Authorisation Form. If a child has not had a specific medication before, it is requested that the first dose of the medication be administered prior to a child coming into care.
2. Medication will only be administered if it is in its original container with the dispensing label attached listing the child's name and the dosage to be given and is within its use-by-date. The educator must record on the form the dosage, time and date that the medication is given.
3. Non-prescription medication except for paracetamol/ibuprofen may be administered for the first 24 hours with the completion of a medication form. If the medication is required for longer than 24 hours, a doctor's written instruction is also required. Parents who choose to administer medicines from a herbalist or naturopath are required to obtain a letter from their doctor verifying the medication and dosage if they wish their educator to administer the medication or provide the medication to their child prior to their child attending care and advise the educator.

The parent of child who has asthma is required to provide an Asthma First Aid Action Plan for emergencies. Parents should inform educators of any medication that a child has taken prior to attending care, particularly if the child has not had the medication before, in case there are side effects or a serious reaction.

## **Accidents or Injury to Children When In Care**

All efforts will be made to reduce the likelihood of accidents or injury to children in care. In the event of a head injury, serious incident, high temperature or illness the educator will call the parent to request collection of the child and call the service. Parents must make arrangements for immediate collection of the child. In the event of an emergency an ambulance will be called.

## **Emergencies and Evacuations**

All families enrolling with Pebbles Family Day Care will be advised through the parent handbook and enrolment process that in an emergency situation they are accepting and agreeing to the following emergency procedures:

- ☐ The educator or office will make all attempts to contact parents as soon as possible - parents are responsible to arrange immediate collection of their child as requested by the educator or office
- ☐ Emergency aid, medical, hospital and ambulance services will be called as required for any emergency situations
- ☐ Emergency contact persons as outlined on enrolment forms will be called to collect your child from care if parents are not contactable.
- ☐ Coordinators will be able to care for children in care as needed if there is an emergency situation affecting the educator, or the educator needs assistance.
- ☐ Educator assistants are able to care for children as nominated by the educator in an emergency situation without notice to families.
- ☐ Crisis care services will be called if children are at risk or have not been collected from care after all efforts have occurred to contact parents and emergency contacts.
- ☐ Educators are responsible to stay at their service to care for the other children and therefore unable to travel in an ambulance situation.



## Safe Sleeping

Families enrolling children under the age of 2 years will be sent safe sleeping information from Red Nose. The educator will also gather information about your child's sleep routine and discuss service policies.

### Resources:

Red Nose – Safe Sleeping Practices (<https://rednose.com.au/section/safe-sleeping>)

Health Direct – Sudden Infant Death Syndrome (SIDS) (<https://www.healthdirect.gov.au/sudden-infant-death-syndrome-sids>)

KidSafe Australia – Safe Sleeping for Infants  
(<http://www.kidsafe.com.au/Safe%20Sleeping%202012%20national.pdf>)

Educators are required to follow recommendations by Red Nose with regards to safe sleeping. Discussion is to occur with families at enrolment time to include usual sleep practices at home and to ensure parents are aware of policy requirements. We respect that parents may have different practices at home and that making changes may cause some difficulties in settling a child into care, however the policies are based on meeting safety requirements and will need to be followed by the educator. If educators or families have any concerns they are very welcome to call the office and discuss further.

It is recommended to use the Infant Routine Form with new families to identify any issues prior to the family starting care so that there can be discussion about SIDS requirements. Parents may be able to transition routines prior to the child starting care to assist with settling the child into care e.g. if a child is used to going to sleep with a bottle in their cot, this would not be able to occur in Family Day Care and the parent may be able to make changes to the practice so that it is easier for the child when they start care.

To reduce the risk of SIDS, educators are to follow the outlined recommendations in the brochure “Red Nose Safe Sleeping” for all children under the age of 2 years which states: “Sleep Baby on the Back from Birth, Not on the Tummy or Side”.

Babies should be placed on their back with feet at the bottom of the cot when first being settled. Red Nose does not recommend using positional devices such as items that fasten baby in a sleeping position as there are no Australian Standards for these products. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5 to 6 months of age). Babies aged younger than 5 to 6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.

**NOTE:** Healthy babies placed to sleep on their back are less likely to choke on vomit than tummy sleeping infants. Actively supervised tummy time is important and encouraged for all babies when they are awake.

If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the service, by the child's medical practitioner. This must be approved by the office Manager prior to occurring.

Rest times are to be planned for as part of the daily routine, with consideration given to safety, lighting, sound, temperature and ventilation for all children resting. Educators should accommodate individual children's needs, especially infant and toddler routines and the needs of children who do not sleep.

- ☐ Children who have suffered a high temperature or head injury should not be going to sleep in care and need to be sent home as they may require medical attention.
- If a child has been unwell in the morning it is better for the child to leave care prior to rest time, small children may not be able to verbalise that they are feeling unwell and temperatures can increase when an infant is sleeping—bringing on risks for febrile convulsions
- ☐ Consideration should be given to the temperature of the room/day prior to putting a child to sleep, check clothing for safety and temperature
- Checking with parents in the morning about the child's previous day/night is important to know when they might be tired. Expecting a child to go to sleep at the exact same time each day is not reasonable and can create stress for the child and educator e.g. if the child has slept in until late morning they may not go back to sleep for a morning rest at care.
- Many variances can affect a child's sleep routine; changes in the home, routine, weather, if they are hungry, health changes, noise, level of activity in the environment prior to rest time, during rest time, nappy change requirements/toileting. If a child is not settling well all factors should be considered
- ☐ If a child is not settling for a rest time it is reasonable in some situations to contact the parent to discuss if there have been any changes that might be affecting the child.
- ☐ There are times that parents ask for children not to rest in care due to sleep issues occurring at night time or the home. It should be explained to the parent that it is a requirement for all children to have a rest time; this might look differently for individual children based on their needs. Children will not be forced to have a sleep but a quiet rest time is a healthy practice for all children. Educators are not expected nor should they try to keep children awake when they are showing signs of being tired and want to go to sleep.
- ☐ The coordination staff is happy to assist educators and families to develop good practice to assist children to have a happy, safe and restful time when they are in care.
- ☐ Children who do not sleep and just have a rest time can be given quiet activities to do while other children sleep, this can depend on how the educator plans for this time of day.

## **Safety**

All educator homes are safety checked prior to starting care. Annual safety checks are conducted by the coordination unit, and educators are required to conduct a daily safety audit prior to commencing care each day (Full safety requirements are available in Policy 7). If you have any concerns regarding safety please speak to your educator or contact the service.

## **Child Protection Statement**

Pebbles Child Care Services is committed to the safety and wellbeing of all children and young people who use its service. Our child protection policy outlines proactive measures and risk management strategies that endeavour to protect children and young people from harm.

Household members of educators contribute to ensuring that the environment is safe and stimulating for children. Any person over 18 years of age is required to hold a current blue card (Regulation 163/164) while living with or before taking up residency with an educator. All household members are required to ensure that the service policies and procedures are implemented while children are in care (Refer Policy 6.2 Role of Educator's Family Members). Applications for blue cards occur at the age of 17.5 years to be in place when they turn 18. All visitors to the educator's household during Family Day Care hours are required to sign the visitor log book.

Child care workers are mandatory reporters for child protection.

## **Smoke Free Environment**

From the 1<sup>st</sup> September 2016 smoking has been banned at Early Childhood Education and Care facilities across Queensland. The smoking ban also extends to a 5 metre buffer zone around the land from which the service is provided. The new law applies to ECEC services approved under national and state legislation, including long day care, kindergarten, family day care, outside school-hours care, occasional care and limited-hours care services.

Educators must ensure that children are provided with an environment (i.e. any area that children will access) that is free from the use of tobacco, illicit drugs and alcohol).

## **Pets**

Pets in many educators' homes are part of family life. Service Policy requires that a separate area is available to house pets for times that they are not able to be fully supervised by educators. Coordinators and educators document appropriate risk management plans for pets. Animals should not be present when children are eating or sleeping, and should be fully monitored in their interactions with children and in children's interactions with them.

## **Car Safety**

Children must only be transported in correctly installed and fitted child restraint. The correct child restraint must be used for each child according to the standards. The mandatory standard is based on AS/NZS 1754 and applies to all child restraints. Vehicles need to be maintained in a safe and roadworthy condition. Educators are required to obtain a safety certificate annually as well as a certificate for having their child restraints checked annually.

## **Delivery and Collection of Children**

On arrival each day, educators need to receive the child into care. An adult (over 18 years of age) is required to sign and note the actual time of the child coming into care on the sign in sheet. On collection parents are required to sign and note the actual time of collection. These are requirements of the Child Care legislation and are the responsibilities of parents.

It is the service's policy that only the person nominated on the enrolment registration is authorised to collect children from care. If other arrangements are needed, the service and educator should be notified and information updated. Families with custody issues are required to share this information with the service and provide copies of any custody or court orders in place.

Health and wellbeing is paramount so please inform your educator on arrival about anything that may affect your child's time in care e.g. not feeling themselves today, death of a pet, etc.

If your child is transported to school and collected by the educator, your child/ren will need to be listed as an authorized person on the care agreement. Children catching buses from school in the mornings or afternoons need to have a risk assessment completed as part of the enrolment process to ensure consideration of risks and the child's capabilities are appropriate to use bus services. This includes providing the educator with bus number and school details.

## **Excursions and Outings**

Educators may have routine outings included in their care routine. These may include playgroups, trips to the library or park, or delivering and collecting children from school. Parent's permission is sought for routine outings when enrolling their child in care. If an educator wishes to participate in any non-routine or special outings, parents' written permission needs to be sought and received in advance.

## **Child Care Subsidies**

Child Care Subsidies cannot be claimed for children 14 years or older or a child who has started secondary school (possibly 12 years).

Exemptions may apply but must be approved by Pebbles Service Manager prior to care starting to ensure that the exemption criteria is met and evidence is provided.

Families eligible for Special Child Care Benefit (SCCB) or Grandparent Child Care Benefit (GCCB) for Family Day Care must contact the Pebbles FDC office to discuss prior to care starting as there is a capped hourly amount.

## Priority of Access

The Australian Government is committed to ensuring that Australian families are able to access affordable and flexible child care. Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Government has 'Priority of Access Guidelines'

### Priority of Access Guidelines

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

Every child care service approved under the Family Assistance Law has to abide by the Priority of access guidelines.

### Priorities

- **Priority 1-** a child at risk of serious abuse or neglect
- **Priority 2-** a child of a parent (or both parents if you have a partner) who satisfies the Government's work, training, study test (for the purposes of the Priority of Access Guidelines)
- **Priority 3-** any other child.

Within these main categories priority should also be given to:

- ☐ 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 \$45,114 for 2017-2018, or whose partner is on income support
- ☐ Children in families from a non-English speaking background
- ☐ Children in socially isolated families
- ☐ Children of single parents.

A child care service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. They 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.

### Outside School Hours Care

Outside School Hours Care is primarily for school children. A service may ask a child not yet in school to leave care if a child who is in school applies for a place.



## **Eligible Hours**

Families need to contact Family Assistance Office (<https://www.humanservices.gov.au/individuals/subjects/payments-families>) to register for child care subsidies. Parent Customer Number (CRN) will be required for enrolment of child. Families exceeding eligible hours will be charged full fees. Full fees apply if enrolment does not formalize—Parent would need to follow up with Family Assistance if there are any issues with child care subsidy.

## **Oral Health**

Educators are encouraged to promote good dental and oral hygiene awareness in children and assist in reducing the incidence of dental cavities in children. Training Personal hygiene processes are risk managed by the educator.

## **Television, Computers and Social Media**

It is recommended that educators discuss the proposed use of electronic games, computers, videos and the internet with parents prior to their use. Television/commercial radio should only be used for specific planned activities, and should not be left on as a background activity or for background noise. Educators should actively ensure that children only have access to DVD's, technology, television or books that are age-appropriate and discussed with parents. G-rating is recommended in most cases. It is recommended that children under the age of 2 years do not watch television.

Educators should always make available alternative activities during times when television, computers or video games are in use.

## **Anti-Discrimination**

The service is committed to the principles of equity and justice for all people (children and adults) and to ensure that all aspects of the service are free from discrimination and harassment. Participants in the service should at all times demonstrate an anti-bias approach by showing respect for all persons regardless of their characteristics. This will assist children to develop non-discriminatory attitudes and behaviour.

## 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
  
- 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 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
- 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 and flexibility
- professionalism
- supporting community education and advocacy for children

## Coordinator Role

The Coordination Unit is the point of contact, registration, referral, monitoring and support for parents and educators. The Coordination unit consists of Manager and Coordinators and Administrators.

A Coordinator's role is to:

- ☐ Selection, registration and induction of educators
- ☐ Support and resourcing of educators (including training)
- ☐ Monitoring quality of care and safety standards through visits to educators
- ☐ Requests for care from new families and placement of children. New placements of children are monitored and parent feedback is provided
- ☐ Maintaining ongoing contact with families to ensure that their needs continue to be met.
- ☐ Reporting to the Manager on issues
- ☐ Updating the policy and procedures manual
- ☐ Implementing the National Quality Framework and the Early Years Learning Framework to ensure continuing quality improvement
- ☐ Perform the role of educator assistant as needed.

## Educator Selection Process

Selection processes are used by the service to assess an applicant's suitability to provide care of a high standard. All educators complete a comprehensive induction process, and all adult members of the educator's household are required to undergo a Working with Children (Blue Card) check. All regular visitors to the Educator's house are also required to obtain a Blue Card. Educators must have completed or be enrolled and working towards achieving a Certificate III in Children's Services, and at all times maintain a current First Aid, CPR, Asthma and Anaphylaxis certificate.

## Participation in Service Management

The Service actively encourages participation in the service by the Coordination Unit staff, educators, parents, representatives of organisations with interests or expertise in child care, community representatives including community leaders and elders, resource officers from the Office for Early Childhood Education and Care and others whose expertise may be helpful in the discussion and development of policies and practices. Participation may be through nominating for positions on the Board or by attendance at Service Professional Discussion Meetings, involvement in community events, sharing knowledge or skills at education service or coordination unit. It may also be through participation in policy development, training or events. Feedback forms are made available on the service website; survey monkey is used to seek input throughout the year.

## Service Policies

All Pebbles Family Day Care policies are available to families at the Educator's home, on the Pebbles website or from the Pebbles office. Policy updates are emailed to families for input as they are reviewed.

## Confidentiality

The service complies with the "National Privacy Principles". 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. If parents want to access information about their child, this is available on request. All information is kept confidential.

## 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 an 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

Pebbles 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-coordinators are only a phone call away.

## Useful Links

**Pebbles FDC Website:** <http://pebblesfdc.com.au/>

**Centrelink:** <https://www.humanservices.gov.au/individuals/centrelink>

**Family Assistance Office:**

<https://www.humanservices.gov.au/individuals/subjects/payments-families>

**ACECQA:** <http://www.acecqua.gov.au/>

The Australian Children's Education and Care Quality Authority (ACECQA) oversees the implementation of the National Quality Framework (NQF) and works with the state and territory regulatory authorities to implement and administer the NQF.

**Family and Child Connect:** <http://familychildconnect.org.au/>

Family and Child Connect can help with a range of family and parenting challenges. A free confidential service to talk about your situation and work out the type of support you might find helpful.

**Harmony Web:** <https://sp16.harmonykids.com.au/>

Harmony is a modern web-based platform used by Australian childcare Educators, Home-Based Care and Centre-Based Care service providers.

**Libraries:** Local libraries run play sessions and are a great place to find resources and information. <https://www.brisbane.qld.gov.au/facilities-recreation/libraries>

<https://www.goldcoast.qld.gov.au/library/default.html> <https://loganlibraries.org/>

**Starting Blocks:** <http://www.startingblocks.gov.au/>

Starting blocks provides parents with information about early childhood education and care. Learn about children's developmental milestones; understand what to expect from an early childhood education and care service and get tips on starting child care, and what can be done at home to encourage your child's learning and development.

**Benevolent Society:** <http://beloved.benevolent.org.au/>

The Benevolent Society holds playgroups and information sessions for families and children.

**Kidsafe Queensland:** <https://www.kidsafeqld.com.au/> - Ph: (07) 3854 1829

**Red Nose:** <https://rednose.com.au/> - Ph: 1300 998 698

**My Child:** <https://www.mychild.gov.au>



