

Dalas Family Day Care Pty Ltd



Parents Handbook

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Section 1 Mission Statement

Welcome to Dalas Family Day Care Pty Ltd.

Family Day Care Services support and administer the network of Family Day Care educators who provide flexible care and developmental activities in their own homes for other people's children.

A Family Day Care service is responsible for the effective operation of all components of Family Day Care, including recruiting, training and supporting educators, monitoring care provision and also providing advice, support, and information for parents. Most importantly family day care service also assists parents to select an appropriate Family Day Care educator for their child.

We provide flexible care services, including all-day care, part-time, casual, before and after school care, and care during school holidays. Family Day Care fosters secure and positive relationships in safe and healthy learning environments where each child's family and cultural needs are recognised and respected.

We believe that childhood is a unique and valuable stage of life and are committed to the learning and development of children so that each child will be given the opportunity to develop to their full potential.

We sincerely hope that all families will enjoy and benefit from its

involvement with Dalas family Day Care Pty Ltd.

Philosophy of the Family Day Care:

1. The rights of the child are paramount

Each child has the right to be an active member of the community in which they live; to have their individual and cultural identity recognised and respected; to express their opinions and have their views considered in any decisions that may affect them.

2. Children are successful, competent and capable learners

Children are active learners from birth, constructing their knowledge, meanings and understanding through their interactions, relationships and experiences. They are able to form opinions, express their ideas, collaborate with others, plan and persist in learning.

3. Equity, inclusion and diversity

In a fair and just society the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of service delivery.

Programs for the care, education and recreation of children have a unique opportunity to include children from all family circumstances, cultural backgrounds and levels of ability. In particular, a commitment to the full participation of children with additional needs and their families involves enabling their initial access as well as supporting their day-to-day participation in the program.

4. Valuing Australia's Aboriginal and Torres Strait Islander cultures

An approach that recognises and respects the strengths and contribution each individual and group makes to the Australian community and challenges bias, builds positive relationships and responds sensitively to the particular needs of each child and their family. Such an approach values Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future

5. The role of parents and families is respected and supported

Parents and families are recognised as the child's primary nurturers and teachers. They have both a right and a responsibility to be involved in decision making affecting their child.

6. that best practice is expected in the provision of education and care services

The best interests of children and their right to learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with children.

Programs that reflect best practice in the care, education and recreation of children set high standards and expectations for all those responsible for the delivery of the service.

The Family Day Care believes that -

Children:

- Feel safe and secure in a nurturing home-based childcare environment;
- Learn in an environment that respects their individuality, developing skills and knowledge;

- Require a play-based program with a variety of experiences that stimulates and challenges their developing skills;
- Are encouraged to wonder and question, to explore and discover and that with the Educators and staff they can seek answers and enjoyment;
- Gain confidence and trust through respectful and appropriate interactions;
- Are able to enhance their own learning and development when respected, encouraged and accepted.

Families:

- Are central to the journey being undertaken;
- Bring to our service unique values from their background, their cultures, their beliefs and their practices
- Work together with staff and Educators to achieve the best outcomes for all;
- Magnify the quality of the care provided for each child, through their knowledge and insight.

The Program:

- Strives to work in partnership with families;
- Encourages the developing self esteem of children;
- Reflects everyday life and provides the resources for developing life skills;
- Recognises each individual child through the provision of culturally and developmentally appropriate play experiences and interactions;
- Offers a variety of play-based experiences that utilise natural and recycled materials and resources that allow for exploration;

- Fosters the children's sense of wonder and curiosity.

Coordination Unit Staff and Educators:

- Are integral to the operation of the program;
- Bring a sense of joy and belief in young children and families to the program;
- Are committed to and act as facilitators to ensure the provision of high quality Family Day Care services;
- Bring to our service unique values from their background, their cultures, their beliefs and their practices;
- Demonstrate their understanding of the children in their care and a commitment to ensuring that the time that these children and the families spend with them is of value;
- Interact in positive and respectful ways, safe guarding the needs of the families, children, and each other;
- Will guide children's behaviour with positive encouragement and in consultation with families;
- Develop a sense of wonder with the children through play experiences and involvement in the world around them.

We believe that all children are equal and should have the chance to participate in positive learning experiences and opportunities regardless of age, ethnicity, level of ability, gender or religion.

Family day Care should be provided to a child in a way that stimulates and develops the child's creative, emotional, intellectual, lingual, physical, recreational and social potential.

To improve the service continually, we seek to obtain valuable contribution from parents, Home Based Educator, Co-ordination unit and Management.

Aims of the Service

- To provide high quality, accessible and affordable home-based childcare which is relevant and responsive to the needs of families and the community;
- To promote the learning and development of each child by recognising and accepting their individuality;
- To build a relationship based on trust amongst staff, educators and families;
- To provide children with quality care inclusive of their culture, age religion, gender, and physical/intellectual development and abilities;
- To provide opportunities for family involvement in the service; and
- To utilise existing resources in the community, including people with knowledge, skills and experience in childcare, to provide a culturally relevant service.

General Information and Business Hours

The operation of the service is regulated by the Education and Care Services National Regulation, Education and Care Services National Law Act, Family Assistance Law.

Family Day Care provides quality child care within a home environment. Registered educators may be able to provide families with flexible child care arrangements, including:

- Full time care;
- Part-time care;
- Before and after school care; and

- Emergency care.

Educators undergo a recruitment process and are selected and registered with the Family Day Care service. Educators can provide care for a maximum of 4 children under school age or 7 children under the age of 12 years.

Child placements with educators are organised and supported by the Coordination Unit

Office Business Hours:
9.00 am to 17.00 pm
Monday to Friday

Educator's Standard Hours 8:00am to 6:00pm Mon – Fri
Extended Hours 6:00pm to 8:00am Mon – Fri and Saturday,
Sunday, Public Holiday (when child is in care).

What the Coordination Unit provides

The Coordination Unit consists of a Nominated Supervisor/Coordinator, educational leader and Administration Officer.

Staff from the Coordination Unit:

- Visit educators' homes regularly to support and assist educators in providing experiences and child friendly routines for children;
- Monitor the development of each child, through observations and working closely with educators and families;

- Provide information on children's progress, through home visit reports, notes, phone calls and meetings;
- Assist educators by providing them with training and risk assessment tools to monitor safety within the home and on outings;
- Provide training for educators, staff and families, including sessions on mandatory regulatory requirements e.g. regulations, child protection and work health and safety, child development, activity ideas, music and behavior guidance;
- Provide professional resources;
- Conduct play sessions regularly. Play sessions consist of organised visits to the gym, library, playgroup or park. Play sessions provide children with an opportunity to socialise with other children in a larger group and educators and staff with an opportunity to exchange information and gain new ideas and resources;
- Provide a toy and resource library where educators are encouraged to borrow equipment/toys and learning resources;
- Provide regular newsletters.

National Quality Framework and Learning Outcome

The National Quality Framework aim is to raise quality and drive continuous improvement and consistency in education and care services through the Education and Care Services National Regulation (under the Education and Care Services National Law Act), the National Quality Standard, the National Quality and Rating Assessment Process, and the Early Years Learning Framework.

The Coordination Unit and educators participate in a Quality Improvement Plan, the process is ongoing, and requires identifying areas of strength, the setting of personal goals for the improvement of each educator's service, and the Service as a whole, and developing a statement of Philosophy for the service.

Quality Improvement also provides educators with many opportunities for professional development, training and peer support. Families are encouraged to provide feedback and involvement in the quality improvement process.

The Early Years Learning Framework Belonging, Being and Becoming guides educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. It has a specific emphasis on play based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. It is based on the vision that "All children have the best start in life to create a better future for themselves and for the nation".

My Time Our Place the framework for school age care guides educators to collaborate with children to provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development. It identifies school age as a time of choice and collaboration to extend life skills and develop dispositions towards citizenship.

Learning Outcomes

Learning Outcomes encourages childcare professionals to track what children can do. Supports and guides individual learning programs for children. It provides reference points which can be used to identify a child's progression. The Learning Outcomes are relevant to children of all ages (birth to five years) and acknowledges that each individual child learning progresses at their own rate. In the Early Years Learning Framework there are five Learning Outcomes and under each of the outcomes there are broad goals which provide key components of learning that may be observed in children as they learn.

Regulation requires that an educational program contributes to the following outcomes for each child:

1. the child will have a strong sense of identity
2. the child will be connected with and contribute to their world
3. the child will have a strong sense of wellbeing
4. the child will be a confident and involved learner, and
5. the child will be an effective communicator.

To ensure that all children have access to equipment and toys required to provide appropriate Learning Through Play experiences for their individual needs, Educators are encouraged to provide and maintain an adequate range of materials and equipment and toys that:

- Are developmentally appropriate

- Are relevant to the child's interests and skills

- Are culturally appropriate and diverse Include a variety of open ended materials that cater for children of different ages and different interests e.g. wood, recyclable materials, boxes, fabric,

sand, water, play dough, finger-painting, collage, free movement to music etc

Policies and Procedures

The policy and procedure manual may be viewed on enrolment. This provides guidelines about how the Family Day Care program operates. Parents are welcome to view specific policies at the educators' home or at the Coordination Unit and copies can be made available to families, on request. These will be issued after commencement with the educator.

We invite parents to participate in the decision making of the service and welcome parent input and comments regarding our policies and procedures. Families are encouraged to read and comment on the policies and procedures.

The Family Day care has a detailed policy, which sets out procedures the service will comply with.

The below policies are required by the National Regulation 168 and 169.

Regulation 168

(a) health and safety, including matters relating to—

- (i) nutrition, food and beverages, dietary requirements; and
- (ii) sun protection; and
- (iii) water safety, including safety during any water-based activities; and

(iv) the administration of first aid;

(b) incident, injury, trauma and illness procedures complying with

regulation 85;

(c) dealing with infectious diseases, including procedures complying with regulation 88;

(d) dealing with medical conditions in children, including the matters set out in regulation 90;

(e) emergency and evacuation, including the matters set out in regulation 97;

(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;

(g) excursions, including procedures complying with regulations 100 to 102;

(h) providing a child safe environment;

(i) staffing, including—

(i) a code of conduct for staff members; and

(ii) determining the responsible person present at the service; and

(iii) the participation of volunteers and students on practicum placements;

(j) interactions with children, including the matters set out in regulations 155 and 156;

(k) enrolment and orientation;

(l) governance and management of the service, including confidentiality of records;

(m) the acceptance and refusal of authorisations;

(n) payment of fees and provision of a statement of fees charged by the education and care service;

(o) dealing with complaints.

Regulation 169

- (a) assessment and approval and reassessment of approved family day care venues and family day care residences, including matters to meet the requirements of regulation 116;
- (b) engagement or registration of family day care educators;
- (c) keeping of a register of family day care educators under regulation 153;
- (d) monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations;
- (e) assessment of family day care educators, family day care educator assistants and persons residing at family day care residences, including the matters required under regulation 163;
- (f) visitors to family day care residences and venues while education and care is being provided to children as part of a family day care service;
- (g) the provision of information, assistance and training to family day care educators;
- (h) the engagement or registration of family day care educator assistants.

Section 2 Priority of Access

The government has determined Priority of Access Guidelines, which Family Day Care must adhere to. It must be stressed that the basis of your acceptance into care is open to review if your circumstances change. Where demand for care exceeds supply it is important for services to allocate available places to those families with the greatest need for child care support. The Commonwealth Government regards, in order of priority;

Priority 1 – a child at risk of serious abuse or neglect

Priority 2 – a child of a single parent who satisfies, or parents who both satisfy, the work / training / study test under section 14 of the Family Assistance Act

Priority 3 – any other child

Family Day Care takes into account the above priority groups when a number of parents are competing for a limited number of vacant places. Within these groups, we also give priority (not in any particular order) to:

- children in Aboriginal and Torres Strait Islander families;
- children in families which include a disabled person;
- children in families whose CCB percentage is 100%;
- children in socially isolated families;
- children of single parents.

Where there are no vacant places and an educator is caring for a child who is third priority in the Priority of Access, we may require that the child leave the service in order to provide a place for a higher priority child. Family Day Care will give families at least 14 days notice of the requirement for a child to leave the

service.

Policy on Child Swapping

Child swapping is a practice where an educator, or their partner, receives child care payments for a session of approved family day care service provided to their child on the same day that they themselves provide family day care.

Educators and their partners are not entitled to receive child care payments for their own child's session of family day care service if, on that same day, the educator provides family day care for an approved family day care service, unless specified circumstances apply.

As an approved family day care service we are required to ask eligible individuals if they, or their partner, are a family day care educator.

The specified circumstances allow eligible individuals to claim child care payments for their own child's family day care on the same day they or their partner work as a family day care educator in an approved family day care service. If an eligible individual who is, or is the partner of, a family day care educator informs the approved service that specified circumstances applies, we will request particular information and documents to substantiate the specified circumstances. Specified circumstances do not apply unless documentary evidence has been provided to the service.

The specified circumstances are where:

- ✓ the child has been diagnosed with a particular disability or medical condition, or the family day care service is receiving payment of Inclusion Support Subsidy because the child is undergoing continuous assessment of disability
- ✓ the child lives in an area designated as 'remote Australia' or 'very remote Australia'

- ✓ the child requires family day care because the eligible individual (or their partner) who is a family day care educator is required on the same day to work for a minimum of two hours (but not for an approved family day care service)
- ✓ the child requires family day care because the eligible individual (or their partner) who is a family day care educator is required on the same day to undertake education or training towards a recognised qualification (at Certificate III or above).

The specified circumstances do not apply unless there is documentary evidence of the specified circumstance.

Sanctions may be imposed on approved family day care services if we do not comply with one or more conditions for the continued approval. Sanctions include suspension and cancellation of approval.

For certain obligations (including the failure to keep prescribed records), non-compliance may lead to a civil penalty order being made or an infringement notice being given or prosecution for a criminal offence.

Section 3 Operation of Family Day Care

Family Day Care is a flexible, regulated home-based children's service for children from birth to 12 years of age. Small group care, in a home environment, provides an alternative to larger centre-based care. The total number of children in care at any one time (including the educator's own children) must not exceed 7 children, with no more than 4 of these children being under school age.

Educators are carefully selected persons who are recruited and registered the Coordination Unit and monitored under National Standards, Regulations, Service Policies and Quality Framework.

Educators are self-employed who are assisted and supported by a professional Coordination Unit. Quality care is maintained by frequent home visits by professional staff and additional support services such as play sessions, toy library, equipment library, regular newsletters and administrative support. Staff and educators work together to build and maintain a trusting and secure environment for both children and families. Educators have developed skills in caring for children and provide a nurturing atmosphere within a stimulating learning environment.

Family Day Care homes need to be safe, comfortable and hygienic. Environments are organised to stimulate and respond to children's interests in ways that are child-friendly, fun and welcoming. Educators and staff observe and monitor children's interests and development as a basis for planning meaningful learning experiences that promote the growth and development

of the children in care.

The Coordination Unit

The Coordination Unit's office hours are from 9.00am to 5.00pm, Monday to Friday. For after hours, Educators are provided with a 24-hour emergency contact number. In an emergency, please contact the educator who will phone the emergency contact number. The Coordination Unit is closed on Public Holidays.

The Coordination Unit supports educators' on-going improvement of practices and is involved in the Family Day Care National Quality Rating System, administered through ACECQA (Australian Children's Education & Care Quality Authority). Our professional development program for educators encourages innovative programs and best practice.

Coordinator will conduct a minimum of one scheduled home visit per month to monitor and support the quality of care provided by the educator. And another un-announced home visit every month also be conducted by the coordinator to monitor child's development and assessment of the educator.

Role of Coordination Unit

1. Responsible for the recruitment, selection, and training of appropriate and suitable educators and the overseeing of the quality of care.
2. Ensure that educators' homes are visited regularly and are monitored in relation to safety and hygiene standards.
Ensure that educators are informed about how to

adequately supervise children and the procedures to be adopted in relation to the health and safety of children in care.

3. Ensure positive interaction between staff, educators, children and families. Provide for regular meetings with educators/families to raise matters of interest/concern and that fair grievance procedures are in place and practiced.
4. Ensure financial management/administration records are kept and that educators maintain required records.
5. Assist families in selecting an educator who most meets the needs of the child and family, and provide placement progress feedback to families.
6. Monitor the standard of care provided and adherence to Regulations, Policies, Standards and Quality Assurance Principles, through regular home visits.
7. Support and resource educators to develop skills in working with children and families.
8. Ensure that educators develop a range of experiences to promote the knowledge and abilities of each child. Maintain developmental records on each child for future planning.
9. Organise and conduct regular play sessions, excursions.

Role of the Administration Officer

1. Calculate fees, process Child Care Benefit entitlements and provide administrative support to educators and the Coordination Unit.
2. Maintain office procedures and systems and supply statistical information.

Educators

Educators are thoroughly assessed prior to registration. The selection process requires:

- Satisfactory completion of the Training and Orientation Program.
- Completion of Working with Children Checks (completed on all adults living in the household).
- Providing a medical certificate in the required format and 2 appropriate personal/professional references.
- Providing proof of current First Aid Certificate and Public Liability Insurance.
- Meet workplace assessment safety inspection requirements.

In addition to the above, essential attributes for an educator include the:

- Ability to ensure that the physical care and safety of children is protected.
- Familiarity with and competence in managing children's routines
- An awareness of children's and families' needs and appropriate responses.

Educators determine the days and hours that they are available. The Coordination Unit will assist you by making relevant referral of families to educators who could provide care for the required days/times.

Section 4 Starting in Family Day Care

- Visit the educator with your child before commencement, so that the educator and environment are familiar.
- On the day care begins, make sure you are not rushed and give final instructions to the educator. Take the opportunity to say goodbye to your child and reassure them that you will be coming back. Do not be tempted to sneak out without saying goodbye as this will be more stressful on your child.
- Be positive in your attitude towards care with your child. Talk about the fun your child will have with the educator and other children.
- Leave a comfort item with your child such as a pacifier or teddy, or other familiar object such as a photo. Speak with the educator about any difficulties with bringing “special” toys or objects from home.
- Separation can be hard for some children. If your child protests or becomes upset, delaying your departure may prolong the anxiety. We suggest that you keep a consistent routine each morning, say goodbye to your child with a final kiss or hug, then go. Telephone the educator during the morning, to reassure yourself that your child has settled. In most cases you will find your child has settled after 5 or 10 minutes. If you adopt this positive attitude, you should find after a week or so that both you and your child can part without distress. A child who is in part time care may take a little longer. Please feel free to discuss any on-going difficulty in settling with the educator.
- Let the educator know about the good things that are happening for your child, and also if your child has had a

difficult weekend or night. The educator can use this information and arrange their daily routine in the most suitable way. Discuss, with the educator, the use of a communication book to record messages.

The Coordination Unit is interested in hearing feedback about your care. Also, letting educators know this, reassures them that they are meeting your expectations, or how they can better meet yours and your child's expectations.

What Families Need to Provide

Meals

- Generally, parents provide all food and drinks. You will need to bring all food, snacks, drinks etc every day or you may want to bring milk and juice on the first day of care for the whole week (please check with your educator to ensure there is enough room in the fridge to accommodate this). Please provide nutritious meals as good food is vital for children's growth and development and good eating habits are learnt early in life.
- Fees do not include provision of any meal, morning/afternoon snack or drink.
- It is important to let educators and staff know if your child has any allergies.
- There are no peanut butter or peanut products served or allowed at the

Coordination Unit premises as a few children in the service have severe allergies. Other identified allergy triggers may also be excluded from family day care site.

- Families should be aware that if your child attends an educator's service or play session that is a nut free/or other food free environment due to child's allergies, families are not permitted to bring that specific food into the environment. The coordination unit staff will discuss this with families if relevant.

A few suggestions for meals are:

Birth to 4 months

Please provide at least half of the usual amount of breast milk or infant formula that your baby has in 24 hours. As babies will be fed on demand, use the smaller (120mls) bottles. Mothers may wish to breast feed their child or send expressed breast milk. Cooled boiled water may also be given but should not be in place of breast milk or formula.

4 to 6 months

At least 450mls breast milk or formula.

Rice-based cereal, pureed fruits and pureed vegetables.

6 to 12 months

At least 450mls breast milk or formula at six months and decrease to about 300mls by 12 months. Juice is not needed but if given it must be diluted one part juice to four parts boiled water and given only once per day. Send a cup for your baby to learn to drink from.

From six months of age, all other foods can be slowly introduced. Home prepared foods are more educational (colour, taste, texture) than commercial baby foods.

Foods need to vary from fine mashes at six months to finely cut family foods at 12 months, with soft finger foods provided after

seven months.

1 to 5 years

Full cream dairy foods e.g. milk, yoghurt, cheese.

Fruit e.g. piece of fruit, snack pack of canned fruit or small handful of dried fruit.

Vegetables or salad.

Meat or meat alternatives e.g. meat, chicken, fish, egg, cheese, tofu or baked beans.

If providing a vegetarian meal or sandwich, also, include a fruit or vegetable high in vitamin C e.g. oranges, kiwifruit, capsicum, tomato. Breads and cereals e.g. bread, pasta, noodles, rice, cereal.

Bottles, Pacifiers and Comfort Items

- If your child drinks formula please bring it already prepared in bottles clearly marked with your child's name.
- If your child needs to bring a special dummy, sheet or blanket for sleep time, please make sure it is clearly marked with your child's name.

Clothing

- When children participate in art/craft or messy play activities, or outdoor play, it is important that their clothes are the type that can be easily washed. A child needs the freedom to explore and experiment. This often means that they will get dirty, so a change of clothes should be provided.
- A bag that is clearly marked with your child's name and easy enough for older children to open and close independently. It also needs to be large enough to fit spare clothes
- Please provide an adequate amount of nappies for each day (usually 3-4 nappies is sufficient).

- Sun hat and sunscreen and wet weather clothes e.g. raincoat and suitable shoes for wet days
- Provide several changes of underwear and extra clothes for children being toilet trained.

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Lotions and creams

Sun cream, nappy rash creams, allergy lotions, nappy wipes, teething gels etc. A permission note will need to be signed every 6 months for the educator to apply any lotion or cream.

Linen

Educators may provide linen for your child's use or you may be requested to provide this. Please speak to your educator about this.

After Care Has Started

- Please be punctual in dropping off and collecting your child.
- Pay fees when they are due.

Notify the educator if your child will not be attending or if you are running late.

Aware that your child will generally go through a "settling in" period or may cry when you leave.

Leave enough time to sign the attendance record and discuss your child's day.

Emergency Contact Details

Emergencies can occur and your child may need you, so please advise the Coordination Unit and your educator immediately of any changes in address, work or home telephone numbers and

details of your emergency contact persons. We must always be able to contact you. If you leave a mobile number as a means of contact, please leave the phone switched on or check for messages during the day.

Court Orders

Parents need to supply a copy of any court orders to the Coordination Unit. A copy will be supplied to the educator. If there is a dispute over custody that has not been legally resolved and there is not a relevant court order, educators or staff cannot refuse either parent/guardian from collecting the child. Parents are asked to negotiate these issues and to keep staff and educators informed.

Transporting Children

Some educators may transport children to school, pre-school and playsessions in their own registered vehicle fitted with suitable child safety restraints. Educators who are required to pick up and/or take children to school, pre-school or to our organised play sessions must first obtain an annual Safety Check of their cars and provide copies of their current Drivers Licence and Registration.

Children Starting School

Children who have been in care before starting school may wish to continue with their present educator for before, after or school holiday care. Please contact the Family Day Care Office if you require Before School Care, After School Care, or School Holiday Care.

Section 5 Partnerships with Parents

We have an open-door policy for families. You are welcomed to phone or visit at any time.

Information sharing between educators, staff and families is a valuable part of our service and we encourage as much parent involvement as possible. Educators are available to talk to you about your child at the beginning or end of the day, at a time suitable to you both. If you would like more details about your child's progress, you can make an appointment with your educator for a more specific discussion about your child's development or access records kept about your child.

It is important that parents, educators and staff work together to build a partnership that takes into account children's experiences and the family's perspective. Parents' ideas and suggestions are essential to achieve quality care for children. We aim to work together to enhance your understanding and appreciation of your child and to increase your confidence in carrying out the challenging role of being a parent.

Sharing information about day-to-day events, children's interests and how your child is relating to others, How is your child learning, growing and developing, you will remain informed about your child's care.

The weekly program is displayed at your educator's service. Please talk to your educator about the program and what your child enjoys.

The coordinator will make contact with you to discuss your child's settling and progress in care and will leave a card to indicate they have visited at routine home visits.

Families are invited to become involved by:

- Attending parent meetings/information sessions
- Becoming involved in policy development and review.
- Contacting the coordinator to discuss your child's care or general development.
- Attending THE Family Day Care events with your child.
- Volunteering your skills for special program activities, e.g. cooking, music, or Story telling.
- Suggesting ideas or donating resources for play activities.
- Participating in excursions or outings with the educator/scheme.
- Completing surveys
- Providing information relating to, and feedback about your child's development

Parent Concerns

We are committed to providing quality care for the children enrolled in our service. If parents are concerned or worried about any aspect of the child's care or child's wellbeing and education are not met we advise that parents should communicate with the coordination office immediately. Most concerns are resolved at this level. However, if there is serious complaints about childcare quality, our office will report the matter to the Department of Social Services in writing within 24 hours.

Protecting your Privacy

Any information that you provide about your child or your family will be used only by The Family day care staff and educator/s who are involved with your child, and only for its intended purpose i.e. to better understand your child and to better cater for your child's needs through providing a quality program.

This information will not be provided to any other person or organisation without your knowledge and consent. Information is stored in a protected computer system and/or kept in a locked filing cabinet. Files will be retained in compliance with Children's Services Regulation and other legislation, then shredded and deleted from the electronic file.

Educator Illness

Educators who are unwell or have family members at home who are unwell are not to provide care for children. If advised that an educator will be unavailable, Coordination Unit staff will endeavour to arrange an alternate educator until your educator becomes available. Educators are provided with 24-hour emergency contact numbers.

In the event of an emergency, Coordination Unit staff may place your child with another educator who is known and approved by the service, or with a coordination unit staff member. All efforts will be made to contact and inform you prior to this occurring.

In the rare occurrence that you arrive at the educators' home and are informed that the educator cannot take your child due to unforeseen circumstances, your educator can call the emergency mobile phone and staff will try to arrange short or extended relief care as necessary.

Section 6 Child Health

One of our most important goals is to provide a safe, hygienic environment that will promote the health of children, educators' and staff. During enrolment, Coordination Unit staff record relevant details of your child's medical history, allergies, immunisation status, feeding/sleeping/toileting routines and any dietary requirements. THE Family day Care has a Health and Early Childhood Consultant to give advice on issues of child health.

If you identify your child as having Anaphylaxis, Asthma, Diabetes, Epilepsy or other chronic health condition you will be required, in consultation with your child's Doctor, to complete an emergency management plan before your child commences care.

Medications

Medication will not be given unless it has been prescribed for your child or accompanied by a letter from your child's doctor, is in the original bottle and is within its use-by-date.

Only the recommended dose will be given. Any medication to be given to your child must be handed to the educator and a form signed, giving details of dosage, time, etc. If your child requires a cream for nappy rash etc please inform the educator and give written permission for its use. Please remember to collect your child's medication at the end of the day and sign the medication form to ensure administration of the medication has occurred etc.

Child Illness

If your child develops a fever while in care, the educator will

begin treatment to reduce the fever e.g. tepid sponging, and will call you to collect your child. Panadol will only be given where written permission has been received. If no further fever occurs, your child may return to care after 24 hours or earlier with a Doctor's Certificate.

In the event of an illness or accident, the educator or staff may call medical advice. In instances of child's high temperature or medical emergency every attempt will be made to contact the parents and the child's emergency contacts. The coordination unit will also be contacted. Parents are liable for any medical and ambulance expenses that may be incurred.

When your child is unwell, please do not bring them into care. It is not possible for educators to give unwell children the care and attention they need. As a general principle, children should not come to care unless they are well and able to cope adequately with the normal daily routines and activities.

Please inform the educator if your child will not be coming on any day. If your child is absent due to illness, please advise the educator of the nature/symptoms of the condition so that they can look out for other potential cases of illness (e.g. chicken pox, gastro) and restrict the possible spread to other children. If your child is diagnosed with a notifiable disease such as measles, mumps, meningococcal, please phone the coordination unit as soon as confirmation of illness is received. We may need to contact the Public Health Unit.

Families are recommended to obtain a doctor's certificate (see Child absence from care) If your child is ill with a high fever or has had medical attention during the night, they should be kept home for the following 24 hours or longer if necessary.

Excluding sick children from care is important in reducing the

spread of infection between children and/or educator and family members. Educators are not able to care for children who have infectious or contagious illness. Educators may request a doctors' certificate stating that your child is fit to return to care.

Common Illnesses and Exclusion Times

Chicken Pox

*Keep your child at home for 5-7 DAYS from the first appearance of spots. Scabs must be dry on return to care. Can take up to 10 days. As of 2001 immunisation is available for this. Please see your doctor.

Cold Sores, Mouth Ulcers, Thrush

*Your child may not return until these are effectively treated as each spreads via cups and toys. Cold sores need to have dry scabs on return.

Conjunctivitis

*For symptoms such as red eyes and/or sticky discharge please see your doctor.

*exclude until discharge from eyes has ceased, and treatment has commenced.

Continual Coughing and Heavy Cold

*Keep at home for 48 HOURS as heavy colds can spread to other children each time a child coughs.

*If nasal discharge is yellow to green, should be checked by your doctor as it may indicate infection.

Ear Infection

*If ears are discharging, 48 HOURS of medical treatment is required or else wait until discharging ceases before bringing your child back.

Gastroenteritis (vomiting &/or diarrhoea)

- *Gastroenteritis is very contagious in a children's service setting.

- *Children showing symptoms such as vomiting and/or diarrhoea need to be free of symptoms for 24 HOURS and well enough to tolerate a light diet before returning.

- *Children with Giardia are not to return to care until treatment is given and diarrhea has ceased.

Hand, Foot and Mouth Disease

- *5-7 DAYS absence usually. Child to remain absent until blisters have dried up.

Head Lice

- *Until free of lice and eggs, usually 24 HOURS (longer if lots of eggs). Treatment is required before return to care. Specific shampoos are available from the chemist.

Hepatitis A

- *Child needs to remain absent until a Medical Certificate provides clearance but not before 7 DAYS from onset of illness.

Impetigo or any Infected Sores

- *If on exposed parts of the body, e.g. face, child cannot return until all sores are completely healed. Other areas need to be covered with a waterproof dressing and antibiotics started.

Influenza

- *Keep child home for 5 DAYS after start of symptoms or until symptoms have resolved.

Measles

- *Keep child at home for at least 4 DAYS from first appearance of rash. Must be dry scabs on return to care. Can take up to 10 days.

Mumps

- *Keep child home for 9 DAYS after swelling first appears, or until

swelling goes down

Ringworm

*exclude until the day after appropriate medical treatment has commenced

Rubella (German Measles)

*Keep child at home for 5 DAYS from first appearance of rash.

Scabies

*Child cannot return to care until effectively treated and free of rash.

Tonsillitis

*48 HOURS of antibiotics before child can return to care.

Whooping Cough (pertussis)

*Keep child home for 5 DAYS after starting a 14-day course of antibiotics.

Section 7 Fees and Child Care Benefit

The service aims to provide a quality education and care service at an affordable price to families who are eligible to enroll their children under the Australian Government Priority of Access Guidelines, or who are eligible for Australian Government fee assistance (e.g. CCB and CCR) under Family Assistance Law. Under the Law, parents must be charged fees by the CCB approved service.

As an approved operator it is our responsibility to implement a fee policy for educators and to ensure that the fees charged reflect a real fee which the family is liable to pay. The service will notify the Department of Social Services of the fee rates and when the fees change.

If a family is receiving JET Fee Assistance, our service must not charge those families a higher fee than they would have charged when they were not receiving that payment. Jet Assistance is there to help families in specific circumstances to access normal child care. It is not a payment for a special type of child care, nor is it an opportunity for the service to set a higher fee.

The service is responsible for submitting the attendance reports from all educators to the Child Care Management System (CCMS). The accuracy of these reports is essential. This means educators only report attendance for sessions that the child actually attended. Educator can report absences, but only if the child would otherwise have been in care and only if the family was charged a fee for that care. Providing false attendance records to

the service will result in compliance action by the Commonwealth Department. Making false statements or providing misleading information is a serious offence under the Criminal Code Act 1995 (Cth) section 137.1 which may constitute a criminal offence and lead to imprisonment.

As the Family Day Care Service is accountable for the expenditure of Australian Government funds, the Coordination Unit is responsible for the storage and maintenance of documents including timesheets for a minimum period of five years. These timesheets are statements of services to children and must be easily accessible for the Department for compliance purposes. Accurate completion of these timesheet/attendance records is a condition of service participation. Educator must specify the correct start and end times of the sessions for which the parent is being charged. By reporting incorrect session times, it may cause CCMS to calculate an incorrect amount of Child Care Benefit for a family.

Note that the family must be genuinely liable for the reported fee, that is, it must be the fee that the family is actually liable to pay under the commercial arrangement between the family and your service. If the family only pay an amount equal to the CCR paid to the service or a discount on the 'gap fee', then the family was not genuinely liable for the reported fee. So the service must specify the total fees charged to each family for each session of care.

Child Care Benefit (CCB)

CCB is designed to assist families in accessing affordable child care and is administered through the Family Assistance Office

(FAO). All families are eligible to receive CCB to assist with their cost of childcare. Eligible families are entitled to the CCB and CCR. Find out more about the Child Care Benefit and Child Care Rebate online or by phoning 13 61 50. These subsidies are designed to assist families in accessing affordable child care.

The rate of CCB subsidy will be determined by the FAO based on the family income. The FAO will also approve the number of hours requested for childcare. Family may choose to receive your CCB payments as a reduction in fees each week or family may choose to pay the full childcare fees each week and claim the reduction as a lump sum at the end of each financial year.

The CCB percentage subsidy only covers a portion of the hourly rate, not the whole amount. This leaves a gap fee which is charged to the families. The CCB amount can vary dependent on the number of children in care, and whether the child is a school child etc.

Child Care Rebate (CCR)

CCR assists parents or guardians with out-of-pocket expenses for approved child care if parents are working, training or studying.

Parents may be eligible for CCR if:

- use approved child care during the year, and
- are eligible for CCB, even if you receive no payment because your income is too high, and
- Parent meet the work, training or study requirements, and meet the residency requirements for CCB.

CCR covers 50% of out of pocket expenses, this is the total child care fees less Child Care Benefit. CCR is a different payment from

CCB. To receive CCR family must first claim CCB for approved care. CCB is based on the income and is different for everyone.

Special Childcare Benefit (SCCB)

SCCB is a higher rate of CCB that can be used to cover the costs of approved child care for children in certain circumstances.

There are two types of situation where SCCB may be payable:

- where a child is at risk of serious abuse or neglect, and
- where the parent or caregiver of a child is experiencing a financial hardship event that substantially reduces their capacity to pay their usual child care fees.

How does SCCB work?

To be paid SCCB, a service gives a certificate for an hourly rate of CCB to be paid for up to 13 weeks for a child. It is a requirement under family assistance law that an approved child care service provider only certifies SCCB for a particular child for a period or periods of up to 13 weeks in a financial year. If further periods of SCCB are considered necessary in the same financial year, a claim must be submitted and a determination must be made in relation to that child for these additional periods by the appropriate delegate at the Department of Human Services (i.e. Centrelink).

There is no limit on the total number of weeks of SCCB which can be provided where a child remains at risk of serious abuse or neglect. There is a 52 week limit for SCCB in relation to a single hardship event. Services must be satisfied that SCCB is only certified, or applied for, where a child is at risk of serious abuse or neglect, or a parent or caregiver is experiencing (financial) hardship.

Educator working hours

Educator's Standard Hours: 8:00am to 6:00pm Monday – Friday
Extended Hours 6:00pm to 8:00am Monday – Friday and
Saturday, Sunday, Public Holiday (when child is in care).

Rules for before and after school care sessions

If children are attending school, then the service must follow these rules about school sessions when reporting attendance for school aged children.

1. If the care only consists of a transportation service to and from school, these are not sessions of care for the purposes of the family assistance law. Therefore these sessions do not constitute child care for which CCB and CCR are payable under the family assistance law.
2. If educator provides care for school age children before and after school, educator must not report that a full day session was provided to the child when the child is attending school. Sessions must be claimed separately for both before school care and after school care.
3. Sessions of care for school aged children on school days are divided into 'standard sessions' and 'additional sessions'. A standard session for before school care is a maximum of 2 hours, and ends immediately before school starts. A standard session for after school care is a maximum of 3.5 hours, and starts immediately after school finishes.

4. A child may attend the service outside of these standard sessions. If a child attends the service outside of these standard sessions, the parent may still be eligible for CCB for additional sessions based on some conditions. In order for an additional session to be reported, the educator must report the 'additional session(s)' in half-hour increments, and in order to report an attendance at an additional session, the child must have actually attended at least part of the additional session (i.e. the child is in care and not at school).

Limited approved weekly hours

1. 50 Hours: CCB will only be paid up to a maximum of 50 hours per week in normal circumstances when both parents are working, training, studying. Families requiring more than 50 hours of care will need to contact the Family Assistance Office on 13 61 50 to gain approval of the required extension, prior to using more than 50 hours. Families who use more than 50 hours care without approval will be charged the full amount per hour after the 50 hour limit is exceeded.
2. 24 Hours: CCB will only be paid up to a maximum of 24 hours per week when both parents are not working or studying or only one parent is working or studying and other parent is at home. Families are able to apply for exemptions from the 24-hour limit. Please contact the FAO 13 61 50 for more information. Families who use more than 24 hours and do not meet the requirements will be charged the full amount per hour after 24 hours.

Approved Absences from care

CCB is not payable before a child has physically enrolled and attended care or after a child has physically ceased care at our service. This means that we cannot report an absence for a child before they start attending care at our service or after a child has physically ceased care at the service.

We must:

- report the details of child care usage for all the children enrolled at the service within 14 days of the end of the week in which care was provided
- report any sessions where a child was absent, including the type of absence (i.e. initial or additional), and
- cancel all the absences after their last day of attendance. This includes where educator has reported absences for a child because educator is expecting them to return to care but the child does not come back.
- make sure the parent provides supporting documentation for all additional absences and keep this for the records.

At our service, if we did not receive any information from the parent about the absent child in care after one week, we assume the parent has cancelled enrolment for their child. We will consider and report to the CCMS that the child will not return to care. We will cancel and correct any previously submitted attendance records. If the child does not return to care, any CCB paid for that period should be returned to the Department of Social Services.

Families who receive CCB are eligible for subsidy for only 42 days

per year when the child is not in care. The 42 days may be used for Annual Leave, Sick Leave or Occasional Absences. If a Doctors Certificate is supplied when the child is sick and absent from care, that day will not be deducted from the allowable absences. CCB will not apply to absence days in excess of 42 days. If a family exceeds 42 days allowable absences they will then be charged full fees for any further absence days unless the family provides Strong evidence.

Timesheets / Attendance Records

An approved child care service must report attendance record reports to the CCMS for children within 14 days from the end of the week in which the session of care was provided by your service.

The service will not report an attendance session, to the CCMS, if the child did not physically attend at least part of the session of care. Further, if the child did not physically attend at least part of the session of care, and care would not have otherwise been provided, an 'absence' session should not be reported.

The time sheet must contain accurate information that is required and relevant to calculating the CCB amounts that the families are entitled to. Genuine booked hours are those hours that a family requires to meet their work, study, or training commitments and not those hours that are booked in order to maximize claims.

- * Use one timesheet per child. Use black pen only and write in capitals.
- * When starting a new child ensure details are recorded on the correct week of the fortnightly cycle.
- * Write the Educator name, child name, date of birth,

enrolment identification number and fortnight ending date on the top of the timesheet.

- * Write the correct booked hours, correct actual hours on the relevant day/s of care and fill the time boxes to reflect hours that need to be paid. Where no care has been provided, no hours or time boxes need to be filled in.
- * Mark in any relevant absence code boxes.
- * Mark any relevant food supply daily; write any travel amounts for kindergarten or school drop-offs/pick-ups per day, specify any late fee amounts or any other relevant boxes on each day.
- * Mark the top right-hand corner box if the timesheet has travel or late fees to be paid.
- * Ensure that parent has initialled relevant initial boxes and signed in the certification box in the bottom right-hand corner.
- * Place signature and date in the certification box.
- * Send timesheets to the Coordination unit by Midday on the Monday after the fortnight ends.

It is the parents' responsibility to:

- * Initial within relevant initial boxes to certify the actual time of arrival and departure of the child in care.
- * Sign each side of the timesheet where care has been provided in the bottom right-hand box.
- * Provide any necessary documentation eg. medical certificates.

Where a child arrives at the Educator's home unaccompanied by the parent or responsible person (for example where a child is collected from school by the Educator for after school care) then the Educator should note the time of arrival at the Educator's

home and the parent or responsible person should note and initial the time the child is collected.

Reporting 'attendances' on days where the child did not physically attend at least part of the session of care is a contravention of the family assistance law.

Absences from Childcare

Childcare Benefit (CCB) is paid in certain circumstances when a family is charged for childcare that their child did not attend. The circumstances are categorised into two groups –absence days and additional absence days. Educators and the Coordination Unit will need to record absences for each child.

Absences Claim

The service can report attendance sessions if the child attended any part of the session, and absence sessions if the child did not attend. However, absence can only be reported for a child on days where care would otherwise have been provided. So the service cannot report an attendance if the child was planned not to attend and only can report an absence on a day if the child would otherwise have attended on the booked day.

If the service has no pre arrangement with a family to provide care for a particular day, an absence cannot be claimed for that day.

* CCB is paid for 42 absence days for each child per financial year across all approved Long Day Care, Family Day Care, and Out of School Hours Care services.

- * Absence days can be taken for any reasons (provided it is a day on which care would otherwise have occurred).
- * Absence days cannot be claimed before a child has enrolled and started care or after a child has left the service.

Once the first 42 absence days have been used CCB will be payable for additional absences taken for the following reasons.

Absence due to illness

CCB is payable for absence days where a child, parent or sibling is ill (with a medical certificate).

Non-immunisation

CCB is payable for absence days where a child is excluded from care due to an outbreak of an infectious disease against which the child has not been immunised. A medical statement or written statement from the parent explaining the child's absence is required to support the claim for CCB.

Rotating Shifts or Rostered Days Off

CCB is payable for absence days where a parent is not at work because he or she is working a rotating shift or takes a rostered day off from full or part-time employment provided that: care is available for the child if required; and the service has a written statement from the employer of the parent, verifying the rotating shift nature of the parents' employment or rostered days off.

Temporary Closure of a School or Pupil-free Days

CCB is payable when a child is absent from care because the

school that the child or child's sibling attends is closed for the day (except for school holidays and school camps).

Court Order

CCB is payable for additional absence days where the child is absent under a court order, parenting plan, or parenting order, that may for example, require that the child has an access visit with the child's other parent. The service must be provided with a copy of the court order, parenting plan or parenting order to support the claim for CCB.

Attendance at Preschool

CCB is payable for absences due to attendance at a specialised pre-school (not a preschool at another approved service) where:

- o The Educator is available for the child, should the Educator be contacted whilst the child is at preschool.
- o The child is in care with the Educator immediately before or after attending pre-school.
- o The service charges the family a fee for the time the child is at pre-school.
- o The child would be in care with an educator if he or she were not attending.

Shared Care for Children

Where a child is considered a dependant of two families, such as when separated parents share the care of the child, the Family Assistance Office will issue a separate assessment notice for each family. In this situation two sets of allowable absence days are provided for the child one to each family.

Period of Local Emergency

CCB is payable for childcare fees when a child does not attend a service, or a service is closed because of a period of local emergency.

Penalty Fees

CCB cannot be paid for any penalty charges, including early/late fees and fees charged in lieu of notice of a parents' intention to cease care.

Meals

If meals are provided by the Educator the following rates apply:

Breakfast \$2.40 Lunch \$3.00 Snacks \$1. 80 per snack Dinner \$3.60

Transport

If an Educator is responsible for taking a child or picking up a child from kindergarten or school, a charge of 0.97cents per kilometer will apply. This charge applies only if the Educator uses own vehicle.

Late Fee

A late fee of \$20.00 will be charged when the child is collected late from care. The fee will be applied if the Educator has not been given any notice or sufficient notice that the child will be collected later than the booked hours. This fee is not subject to CCB, the full cost will be charged to the family.

Non Work Related Care

CCB for non-work related purposes is limited to up to 24 hours per week per child during core hours, dependent on vacancies

and the individual needs of each family. This means that days may be altered in consultation with parents, Co-ordination unit and FDC Educators, to accommodate families with work-related needs in accordance with Australian Government Priority of Access guidelines.

Casual Care

Any care booked on a casual basis as a one off or for a short term, will require 24 hours notice before cancellation of care. Normal fees will apply if 24 hours notice not given. Notice must be given to the co-ordination unit.

Fee increases

At our service, we review fee charge policy once a year, reserving the right to review fee charge midyear. January 1st and July 1st are the usual times for fee increases and review.

Termination of Care

When care is no longer required, parents/guardians are required to give the service two week's (14 days) notice along with payment for the week.

Service Fee Schedule

Effective from (Monday): XX/ XX / 2015

Descriptions	Hourly Rate (minimum)	Hourly Rate (maximum)	Admin Levy (inclusive)
Standard Hours 8:30am to 6:30pm Mon - Fri	\$7.00	\$7.00	\$1.00
Before / After School 8:30am to 6:30pm Mon - Fri	\$7.00	\$7.00	\$1.00
Extended Hours 6:30pm to 8:30am Mon - Fri	\$7.00	\$7.00	\$1.00
Saturday/Sunday/Public Holiday (when child is in care)	\$7.00	\$7.00	\$1.00

Other Charges

Breakfast(each)	Snack(each)	Lunch(each)	Dinner(each)	Transport (per km)
\$3.00	\$3.00	\$6.00	\$10.00	\$1.00

Please Note:

- Under Family Assistance Law, parents must be charged fees by the CCB approved service and not by the educator in order to be eligible for Australian Government fee assistance (e.g. CCB and CCR). As the service operator, we are responsible for setting educator's fee charging schedule and establishing service's fee charging policies.
- Educators are required to give families and the Service a minimum of Two weeks' notice of any variation to fees.
- Please return the completed form to the office two week prior to start.

Section 8 Arrival and Departure

Attendance Record

The attendance record is a record of the dates and times each child has attended care in the service. It enables the service and parents to meet the Commonwealth Government's attendance and absence accountability requirements. The parent/caregiver or authorized person who brings/collects your child to/from the educator's home must sign the exact and actual arrival and departure times of their child/ren and initial all absences occurring on booked days. On each day your child attends before or after school care, you will be required only to sign into the educator's home in the morning (for before school care) and to sign your child out of the educator's home in the afternoon (following after school care). The educator may sign your child out of the educators' home in a before school situation, and into the educators' home only in a before and after school hours care situation.

If you do not sign/initial the attendance records for a day, it will be assumed that your child did not attend the educator's home and Child Care Benefit will not be paid for this absence.

Any fee reductions given for that day will be adjusted by the Coordination Unit or recovered from you by the Family Assistance Office.

Educators must ensure that when your child leaves their home, the person who collects your child is a parent or a responsible person who is authorised in writing by you. A driver's licence or other photo identification may be requested to confirm your authorisation of an emergency contact. This person is to sign the attendance record. Older siblings are not allowed to collect your

child without prior arrangement and unless the sibling is at least 16 years of age. Educators will discuss their handover procedure with you prior to your child commencing care to ensure the safe transfer of responsibility of children.

Early/Late Pick Up

Please ring and let your educator know if you will be late in arriving or picking up. The educator should not be restricted in their daily schedule. For example, they may have children to take/pick up from school or they could be coming to the Coordination Unit for play session.

Educators may request you to drop your child off directly at play session if you will not arrive in time.

Public Holidays

Fees are to be paid by all parents with a child normally booked in care on that day. The normal daily rate applies, providing the educator is available and working the normal working day before and after the public holiday. If you are working and your child needs care on the Public Holiday, the rate will be a loaded rate for the normal booked hours.

Educator Holidays/Absence

If the educator is not available either for holidays, for illness or other absences, no fees are charged. If you need an alternative educator during this period, please contact the Family Day Care office as soon as possible. The office will endeavour to find another educator. Fees paid will be according to fees set by the service.

Child Absence/Holidays

If your child is absent for any reason, please inform your educator as soon as possible. Educators will continue with their plans for the day if they have not heard from you. i.e. if after half an hour without contact, the educator may continue with planned outings to the park etc.

Fees are still payable and normal full hourly rates apply. No add on costs e.g. food or transport is charged during parent holidays. Parents are encouraged to provide a medical certificate for absences due to illness.

Attendance records must be signed for every absence, including sick leave, holidays, public holidays etc.

The service requests 2 weeks notice and payment in advance, or at a date negotiated by the service. If fees are not paid as negotiated then your contract may be cancelled. (You would need to re-apply and re enrol for care to the coordination Unit before care can start again).

Section 9 National Law, Regulations, National Quality Standards

The NATIONAL QUALITY FRAMEWORK includes a national legislative framework that consists of the *Education and Care Services National Law Act* (the National Law) and the *Education and Care Services National Regulations* (National Regulations). The legislation applies to long day care, family day care, outside school hours care, pre-Prep and kindergarten services.

The National Law provides the broad architecture for the NATIONAL QUALITY FRAMEWORK, with the National Regulations providing detailed requirements for services.

National Law

The NATIONAL QUALITY FRAMEWORK was established under an applied law system. An applied law system is a way of establishing national laws. The host jurisdiction (in this case Victoria) passed the National Law and other jurisdictions followed, adopting the law and passing corresponding legislation.

The National Law also establishes the Australian Children's Education and Care Quality Authority (ACECQA), which is responsible for ensuring the NATIONAL QUALITY FRAMEWORK is implemented consistently across all states and territories.

National Regulations

Underpinning the National Law, the National Regulations set new National Quality Standards for long day care, family day

care, outside school hours care, pre-Prep and kindergarten services across Australia.

The National Regulations provide detail about application processes and approvals, minimum requirements relating to the operation of education and care services, the process for the assessment and rating of services and transitional arrangements to move existing services to the new system.

The National Regulations were developed via a collaborative process drawing on the experiences and knowledge of stakeholder representatives, all states and territories and the Australian Government to reflect both a continuing focus on outcomes for children and the need for reduced regulatory burden for services.

The National Quality Standard

The National Quality Standard comprises quality areas, standards and elements. There are seven quality areas in the National Quality Standard.

The quality areas are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management.

The rating system

The *National Quality Standard* is accompanied by a national quality rating and assessment process that reflects a national approach to the assessment and reporting of the quality of education and care services across the variety of service settings.

Five rating levels

There are five rating levels within the national quality rating and assessment process.

Excellent—indicates that a service demonstrates excellence and is recognized as a sector leader.

Exceeds National Quality Standard—indicates that a service is exceeding the *National Quality Standard*.

Meets National Quality Standard—indicates that a service is meeting the *National Quality Standard*.

Working towards National Quality Standard—indicates that a service is working towards meeting the *National Quality Standard*.

Significant improvement required—indicates that a service is not meeting the *National Quality Standard* and that the regulator is working closely with the service to immediately improve its quality (otherwise the service's approval to operate will be withdrawn).

Useful Websites:

SIDS – *Sids and Kids* www.sidsandkids.org

Sun Safety – *Cancer Council* www.cancercouncil.com.au

Nutrition – *Nutrition Australia* www.nutritionaustralia.org

Allergies, Anaphalaxis – *Australian Society of Clinical*

Immunology & Allergy – *ascia* www.allergy.org.au

Parenting & child health, kid's health, teen health & young adult health – *Children's, youth*

and Women's Health Service, Child & Youth Health www.cyh.com

Nursery furniture, safe toys, safe products –

Department of Fair Trading www.fairtrading.nsw.gov.au

Safe food handling – *Foods Standards Australia*

& New Zealand www.foodstandards.gov.au

NCAC (National Childcare Accreditation Council) www.ncac.gov.au

Family Day Care Australia www.familydaycareaustralia.com.au

Thank you for taking the time to read this Handbook, which contains information relating to your child's care. Please keep it handy, as you may need to refer to it from time to time.

Feel free to contact the Coordination Unit staff to discuss any problems or questions you may have about your child or THE Family Day Care.