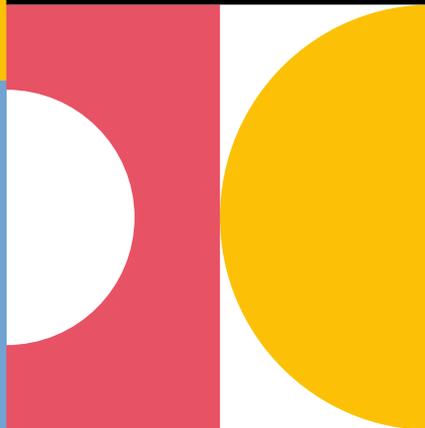




**BlueBerries  
Childcare**



# Parent Handbook

**Being**

**Belonging**

**Caring**

**Creating**

# Contents

Blueberries Philosophy	3	What to bring to Blueberries	13
Goals for your child at Blueberries	4	Clothing	13
Contact Information	4	Nutrition (meals and snacks)	13
Child Care Benefit (CCB) & Child Care Rebate (CCR)	5	Breastfeeding	14
Fees	5	Behaviour Guidance	14
Allowable Absences	5	Rest and Sleep	14
Regulatory Authorities	6	Birthdays	14
Make-up days	6	Family Photo	14
Service Closing Time & Late Fees	6	Sun Safety	15
Confidentiality	6	Infectious Diseases	15
Service Policies & Procedures	7	When should I not send my child to the Centre?	16
Enrolment Information	7	Immunisation	17
Educational Program	7-10	Allergies or Asthma	17
Portfolios	10	Accidents	18
Parent Participation	10-12	Emergency Drills	18
Court Orders	12	Children's Safety	18
Arrival and Departure	12	Workplace Health and Safety	18
Preparing your child for Blueberries	12	Educator Ratio and Qualifications	18
Saying goodbye	13		

# Welcome to Blueberries Childcare Centre

Our Parent Handbook explains information you will need to assist you whilst your child is enrolled at the Centre.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the service operates. You will be required to sign an acknowledgment to confirm you have read and understand the information you have been given in your enrolment pack.

***We have an open door policy. You and your family are welcome to visit our service at any time during opening hours.***

## Blueberries Philosophy

At Blueberries Childcare Centre we aim to create an environment where we actively promote the education, play and care of children into all aspects of our day.

We value our collaborative partnerships with families as this allows us to acknowledge that they are the first and most influential educators in children's lives. Providing a bridge between care and home to ensure that the links are relevant and nurturing while also welcoming parents contribution and involvement.

Establishing and maintaining relationships between staff and families that are supportive, considerate and open. We

encourage families to help guide their children's learning by identifying their interests to be used in our curriculum

We have a holistic view of children and believe we cater for the whole child extending their independence and providing choices.

Primarily our focus is on nurturing, caring and providing consistency for children in our care.

We value children's thirst for knowledge and their curiosity. We believe it is through creative play and discovery that children ask questions which we can answer and extend by asking further open-ended questions as we discover together. Viewing children as active participants and decision makers in their learning.

The Early Years Learning Framework provides us with a platform from which we have a vision to extend and enrich children's lives. We use the early years learning frameworks outcomes, practices and principles to provide a balanced child approach to teaching.

Providing an educational program that includes all key learning areas that are integrated into all aspects of children's learning and play within the outcomes of the early years learning framework.

We as a centre also make use of our community to gain resources, support and knowledge. We acknowledge the importance of building relationships with the community around us as it plays a vital role in children's lives.

“

*We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.*

— **Maria Montessori**



## Goals for your child at Blueberries

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

We will create a range of short and long term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline

- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

Our Service caters for children aged 6 weeks to 5 years. We are open from 6.30am to 6.30pm Monday to Friday, ( 52 weeks of the year) and closed on QLD public holidays. Notice will be given to all families when these days occur.

We have five classrooms:

- 0-2 year old room
- 2-3 year old room x 2
- 3-4 year old room
- 4-5 year old room

### Contact Information

Phone: 07 5646 4320

Email: [info@blueberrieschildcare.com](mailto:info@blueberrieschildcare.com)

Website: [www.blueberrieschildcare.com](http://www.blueberrieschildcare.com)

Service Provider: Deanne Said  
Service Director: Louisa Gwynne  
Educational Leader: Louisa Gwynne

### Fees

Room	Fee
0-2 years	\$120 per day
2-3 years	\$110 per day
3-4 years	\$100 per day
4-5 years	\$95 per day

Our full fee schedule is as follows per day, before CCB or CCR has been applied.

On enrolment we will need your CRN for yourself and your child so we can confirm register attendance and ensure that you are receiving the maximum entitlement.

### Child Care Benefit (CCB) & Child Care Rebate (CCR)

A family subsidy (Child Care Benefit) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year. Every family regardless of their income is entitled to this assistance.

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

For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

### Allowable Absences

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your Centrelink online account. You can also do this using the Express plus Families mobile app



## Regulatory Authorities

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

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

### Gold Coast office

Early Childhood Education and Care  
PO Box 557  
Robina DC Qld 4426  
Telephone: (07) 5656 6677  
Fax: (07) 5656 6662  
Email: [goldcoast.ecec@det.qld.gov.au](mailto:goldcoast.ecec@det.qld.gov.au)

## Make-up days

We have a make-up day policy in place to support families and to help maintain a healthy care environment. All children are entitled to 8 make up days per calendar year. To register for a makeup, you must inform the Service that your child will be absent no later than 7am on the effected day. This allows the Service to contact other families on the make-up list that there is availability that day. If you fail to ring by 7am and your child is absent, no make-up day will be earned for your child. There is a

make-up day fee of \$3.00 that is charged to your account. If you choose to accept a placement as a make-up and fail to arrive that day, it will use your allocated day as other families were not able to take advantage of this day. This policy is to help minimise illness in the Service. If your child is sent home sick from the Service, no make-up day is allocated.

## Service Closing Time & Late Fees

Please be aware the Program closes at 6:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:30pm. A late fee is incurred for children collected after 6.30pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

## Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.



In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of information in the file.

## Service Policies and Procedures

You will find a copy of our service policies and procedures in the foyer and office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abiding by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

## Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the bond and administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated or certified supervisor of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunization status. We are also required to have certified copies of any court orders relating to the child.

## Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

We are committed to providing a developmental and educational program which caters for each child's individual

needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and this is supported by Educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment which challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise

where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

**Early Years Learning Framework**  
Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

### **Belonging**

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

### **Being**

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves,





building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## **Becoming**

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

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

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

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

- Children develop a sense of belonging to groups and communities and an understanding of the
- reciprocal rights and responsibilities necessary for active community participation

- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

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

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

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

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



## Outcome 5: Children are effective communicators

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

## Portfolios

Every child will have a personal, confidential portfolio comprising of;

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service. The portfolio will be used in parent/

Educator meetings throughout the year and is always available for you to review at your convenience.

## Parent Participation

The Service has an Open Door Policy and actively seeks and encourages families to be as involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

You can be involved in the Service's Family Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in, the office and foyer parent library. You are welcome to take a copy home and review at your leisure.

### **Family Skills, Interests and Talents**

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

### **Your Occupation or Hobby**

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

### **Your Home Culture**

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

### **Reading (especially good for grandparents)**

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

### **Recyclable Items**

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

### **Special Events**

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

### **Suggestions**

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

### **Communication**

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

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

- Face to face
- Daily reports which are emailed
- Family weekend forms
- Mid-year and End of year interviews
- Formal meetings

## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service.

Without a Court Order we cannot stop a parent collecting a child.

## Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

## Preparing your child for Blueberries

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the Service in the company of a family member three (3) times before they start the day

with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing the following books you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.



## Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured that we will ring you if your child is distressed.

## What to bring to Blueberries

### Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

### Drink bottle

Again with their name on it. We always provide water and cups but a drink bottle is a great start to school readiness.

### Spare clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

## Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Unsuitable shoes are thongs and gumboots and we prefer that these are NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops .

## Nutrition (meals and snacks)

All Children's meals are supplied and prepared by our qualified cook. Blueberries is an MSG and NUT AWARE CENTRE.

A four week cycle menu will reflect a nutritionally based and culturally diverse choices. The menu is displayed on the notice board in the foyer, showing a variety of morning and afternoon tea and lunches provide each day to the children. Water will always be readily available to the children.





Agreements will be reached with parents regarding special dietary requirements or allergies, religious, cultural and medical issues of individual children. The centre is fully compliant with all aspects of the Food Safety Act. The food and safety program is located in the office. Please see the Centre Cook if you wish to discuss this. The Centre Cook is available from 8.00am to 1.00pm daily. Feel free to discuss any issues relating to meals with our cook.

### **Breastfeeding**

This service supports breastfeeding. Families that are breastfeeding should speak to the nominated or certified supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our nominated or certified supervisor to be aware on how we need the formula prepared and stored.

### **Toys**

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

### **Behaviour Guidance**

Educators follow a Behaviour Management Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others,

for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the policy book.

### **Rest and Sleep**

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

### **Birthdays**

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes are provided as this reduces the major allergy risks associated with most other cakes. Families are required to discuss cake options with educators prior to the celebration.

For further information, please see our Celebration Policy.

### **Family Photo**

We have in all rooms a Family Wall. This is a strong and valuable tool in our environment for your child to connect too, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

## Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask

that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

A sun protective hat must be worn every day when playing outside for protection against the sun.

## Infectious Diseases

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.

Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

## When should I not send my child to the Centre?

Our service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Centre if they display any of the above symptoms. If a child becomes ill whilst at the Centre the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.



The other consideration is that medication of any type should not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

Please remember that Make-up Days are only applicable when the Service has been informed of the child being away by 7am on the day - not if they are sent home during the day.

## Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink. Medication Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless the service is provided with written authorisation by a doctor.

Medication can only be administered to a child by Educators from its original packaging with pharmacy instruction sticker.

On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

## Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 6 months.

## Accidents

The nominated supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/ illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

## Emergency Drills

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

## Children's Safety

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

## Workplace Health and Safety

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

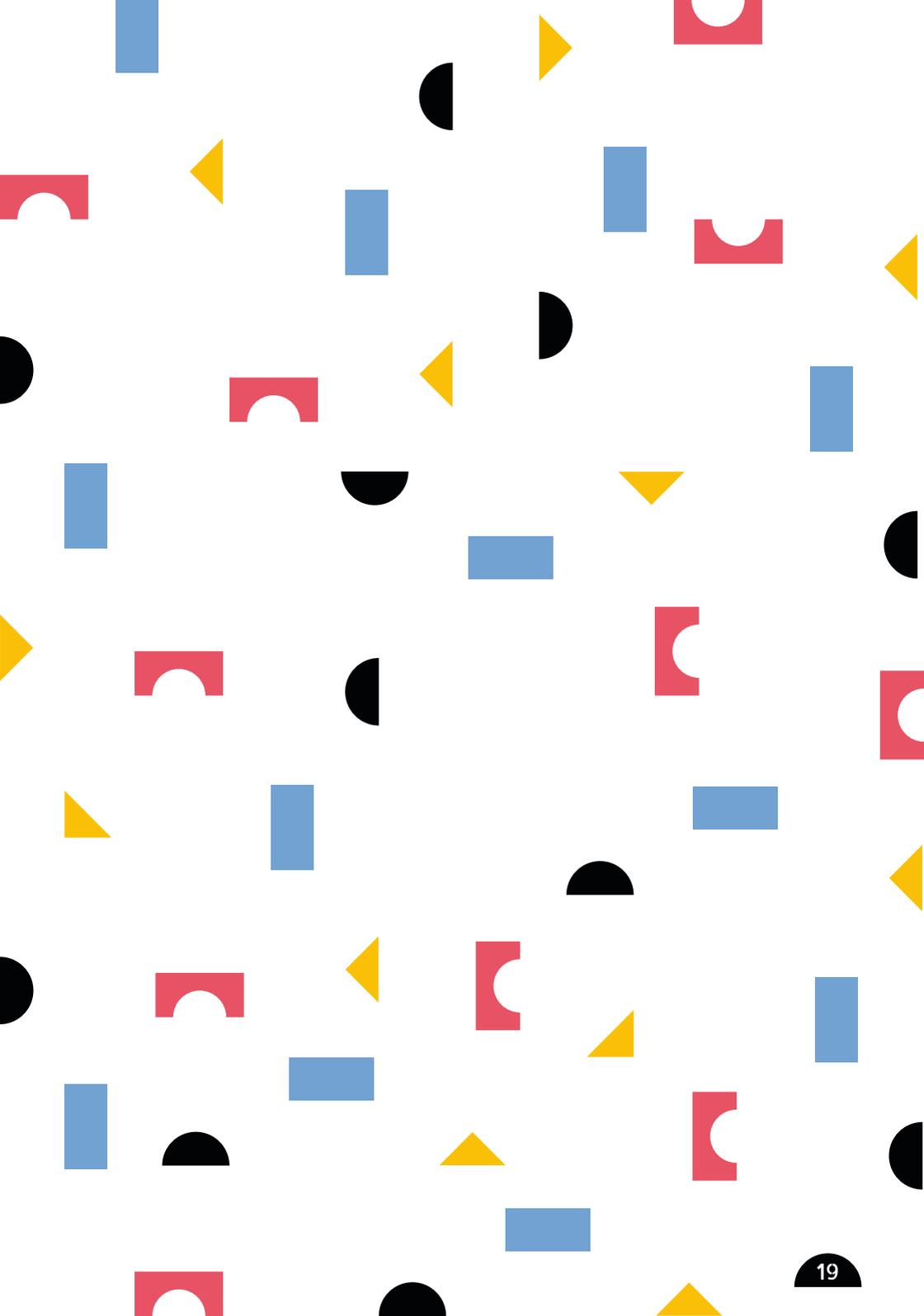
## Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

Thank you for entrusting us at Blueberries Childcare with your child's early years education. We look forward to both your child and your family joining us at Blueberries Childcare and fostering a positive relationship.





## BlueBerries Childcare

**For more information, please  
contact us:**

Lvl 5, 2 Como Crescent,  
Southport, 4215

**P** 07 56464320

**M** 0497 093 943

**E** @blueberrieschildcare.com

[blueberrieschildcare.com](http://blueberrieschildcare.com)

**Being**

**Belonging**

**Caring**

**Creating**