



Parent Handbook

We welcome you and your child to what we trust will be an extension of your home. By working together we will provide an environment that promotes quality care to each individual child.

Should you require translation of this document, we will endeavor to provide this service.

Mojo Madness Pty Ltd t/as

MOJO MONTESSORI Early Learning Centre

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Revised October 2014

Traditional Welcome

MOJO MONTESSORI Early Learning Centre would like to acknowledge the traditional owners, past present and future of the land on which we play and learn, the Yuggera people and the neighbouring clans belonging to the Yugumbah language.

We would like to pay our respects to the Elders, past present and future as they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

MOJO MONTESSORI Early Learning Centre is an inclusive centre that appreciates and respects all groups and cultures and incorporates learning and activities for children to grow in their knowledge and understanding of diversity.

Centre Philosophy

The staff and management at MOJO MONTESSORI Early Learning Centre have made a professional commitment to providing a warm and nurturing Early Childhood environment. We believe that through understanding, determination and dedication we can build upon the wonder and excitement in every child's development and unique learning style. The centre uses PLAY as the significant tool in extending children's development, play that is child focused, interactive and based in their developmental stage, needs and interests. Play within our centre is fun, engaging children with experiences that enhance the exploration of their world around them. Childhood is a time to be, to seek and make sense of the world.

We believe in providing a secure environment where respect extends through children, families, staff and management and the community. Our educational philosophy is VALUE based: we value differences and independence. Collectively we aim to teach all children the concepts of fairness and equity, feelings of empathy and understanding of themselves and each other, encouraging children, families and staff to have the self-confidence in advocacy for themselves and others against bias and discrimination. The centre encourages problem solving and the teaching of skills that will stay with children for a life time, not just a day. Children's learning is dynamic, complex and holistic. Physical, Social, Emotional, Personal, Spiritual, Creative, Cognitive and Linguistic aspects of learning are all intricately interwoven and interrelated.

At MOJO MONTESSORI Early Learning Centre, we implement the Early Years Learning Framework in our daily practices, building each child's sense of BELONGING: knowing where and with whom they belong, BEING: the here and now in a child's life and BECOMING: the process of significant change in a child's life. We believe an educator's practices and the relationships they form with both the child and their families have a significant effect on children's involvement and their success in learning.

We believe in fostering friendships and open lines of communication with families and the community. The centre acknowledges that every staff member and family within our setting brings new experiences, new values, unique qualities, traditions and customs, enhancing our Early Childhood programs and the relationships we build with every child. The diversity in family life means that children experience BELONGING, BEING and BECOMING in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. We welcome and embrace all cultures, beliefs and ideas that families bring. They assist us in building truly magical learning environments for every child in our care.

We truly look forward to the relationships we will now share with your child and family.

Regards, Staff and Management
October 2014

Our Broad Goals

- To provide a safe, caring, educational environment for all the children, regardless of financial, cultural, religious or social backgrounds.
- We will view all children as a unique member of our community.
- To ensure all programs are developmentally age appropriate.
- To provide high quality program and learning environment that fosters growth and the development of each child's Identity, Connectedness, Wellbeing, Active Learning and Communication.
- To provide a warm, nurturing and safe environment that encourages the development of the whole child.
- To support families in every aspect of their child's development.
- To provide all children with the Early Years Learning Framework.
- To liaise with local community members, support community events and foster a sense of community within our centre.

Our Commitment

- Each child is valued, loved and respected as an individual.
- To extend and develop each child's skills, knowledge and interests through successful experiences, encouraging the development of a healthy self-concept and positive self-esteem.
- To encourage social development so each child learns to interact successfully in a variety of situations.
- To be sensitive and respectful of varied cultural and religious practices.
- To provide the environment that encourages children to develop their capabilities and interests at their own pace and according to their individual needs.
- To provide warm, nurturing, and safe environment that encourages the development of the whole child.
- To be supportive of all families in all aspects of child development.
- To provide qualified, experienced and caring staff to meet the needs of the individual child.

Code of Conduct

For Staff

- Staff shall behave honestly and with integrity.
- Staff shall avoid any act which may bring our profession into disrepute.
- Staff shall work in partnership with colleagues and community organisations to support the wellbeing of families.
- Staff shall treat colleagues and families with respect and courtesy and without harassment.
- Staff shall maintain a professional relationship with colleagues and parents. Where staff feels a colleague/parents behaviour, competency or integrity is in question, they should discuss this with the colleague/parent. If no satisfactory outcome is achieved the complaint should be referred to those in position to correct the situation.
- Where a childcare educator receives a complaint from a parent, they should listen carefully to the nature and substance of the complaint. Give due consideration and full account to its content and advise the parent of the formal and informal avenues to obtain consideration of the complaint. If the staff member is in any doubt of the appropriate action, they shall seek guidance from senior staff.
- Staff shall not make improper use of -
 - information imparted to them
 - their duties, status or authority.
- Staff shall work in ways that enhance human dignity and carry out their duties in a professional and conscientious manner.

For Parents:

- Parents shall treat staff with respect and courtesy and without harassment.
- Parents shall become familiar with centre policies and procedures.
- Parents shall work collaboratively with their child's teachers to ensure the best possible educational outcomes for their child.
- Parents shall avoid behaviour which may be perceived as belittling or intimidating.

Failure to comply with this code of conduct may result in your child's care being ceased or in the case of a staff member your employment being terminated.

Behaviour considered a breach includes:

- Inappropriate language such as swearing, using demeaning language, or non-supportive language, inappropriate written material or social media, sexual material in any form on work premises or at work functions.
- Inappropriate conduct such as the consumption of alcohol / drugs in the presence of children and young people.
- Inappropriate use of facilities and resources such as the company credit card, stealing work belongings or sending inappropriate emails.
- Inappropriate contact with young children - no parent or staff member shall strike a child as a method of discipline.
- Giving personal information about families / staff to people not authorised to have that information.
- Inappropriate gossip, malicious and negative comments.
above will not be tolerated.

Reviewed October 2014

Educational Philosophy

Our educational philosophy is to create and foster environments filled with warmth and homeliness. It is our belief that the foundation of this success is relationships – relationships with families, their children and the community. We begin this relationship upon enrolment, giving parents an opportunity to formally and informally communicate their needs, interests and background experiences. Our educators then continue to build strong relationships with families assisting them to settle into the centre and liaise about their child's developmental needs and stages.

All programming within the centre promotes active play, voluntary play based on each child's individual needs and stage. Children are actively encouraged to self-select activities which include a balance of open-ended and structured experiences. Independence, self-help skills, creativity, music and literacy as well as physical skills are promoted through a variety of indoor and outdoor experiences, both spontaneous and planned.

Our company has a great awareness of our legal responsibilities, duty of care, risk management, occupational health and safety as well as the National Quality Framework and National Childcare Regulations and Law. We take great pride in maintaining regulatory requirements at all times. Our centre environments and equipment are maintained in optimum conditions with equipment and resources being updated regularly.

Educational Program – Early Years Learning Framework

The Early Years Learning Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school.

Experiencing **BELONGING** is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's independence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children are and who they can become.

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 in life's joys and complexities and meeting challenges in everyday life.

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

The expectations of the Early Years Learning Framework are conveyed through 5 learning outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of well-being
4. Children are confident and involved learners
5. Children are effective communicators.

Play is a context for learning that:

- Allows for expression of personality and uniqueness
- Enhances dispositions such as curiosity and creativity.
- Enables children to make new connections between prior experience and new learning
- Stimulates a sense of well-being.

Viewing children as active participants and decision makers opens up possibilities for educators to move beyond pre-conceived expectations about what children can do and learn.

Belonging, Being, Becoming: The Early Years Learning Framework for Australia 2009
Retrieved: August 2010

Parent Participation

Linked to National Quality Standards – Quality Area 2: Element 3.2.3
Linked to Education and Care Services National Regulations – Part 4.5

Parents and family members are welcome at our service at any time. Parent participation sends strong positive messages to your child that you support them and are part of the child care environment. There are many different ways parents can participate and while we appreciate that time is of a premium for all parents we appreciate any involvement you can offer. Our educators sincerely hope that you and your child are happy and feel welcome at our centre. Be aware that a three way relationship between parents, educators and children exists in this setting. Communication is a vital ingredient to the success of this partnership.

Mojo Madness Pty Ltd is committed to parent participation within our centre. We also welcome other visitors, family and friends. We believe that the service belongs to the community in which it is situated.

Full parent involvement in the centre can be accommodated to meet your availability and commitments. Involvement can include but is not limited to:

- Assist in fundraising
- Attend special activities and functions at the centre
- Volunteer time
- Suggestions for programming
- Provide feedback to the service
- Attend Parent / Teacher nights
- Assist with the development and review of policies and procedures

Food and Nutrition

Link to National Quality Standards - Quality Area 2.2
Link to Education and Care Services National Regulations – Standard 2.2-178,179,180

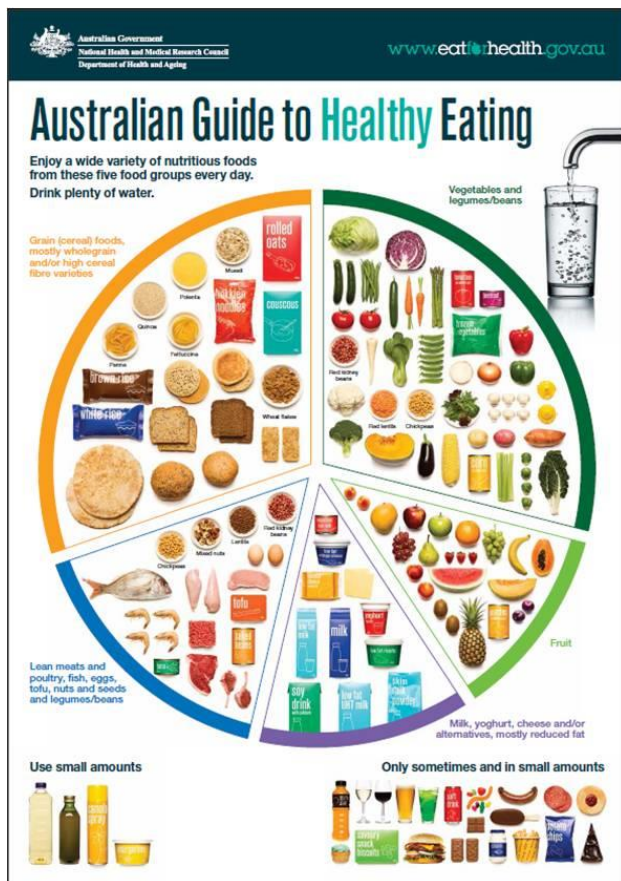
The Food and Nutrition, Food Safety and Hygiene Practices Policy reflects the following concepts, to:

- Support breastfeeding. If a child is not breastfed, support appropriate formula/bottle feeding strategies;
- Promote a child's normal growth and development;
- Promote appropriate food choices and physical activity; and
- Regularly review children's physical growth.

(National Health and Medical Research Council, 2003)

The service

- Plays an important role in meeting the nutritional needs of the children while in care.
- Provides/encourages children with opportunities to experience a healthy, balanced and nutritious menu/meals and/or snacks.
- Ensures that meals and snack times are conducted in safe, clean, positive environments that promote meaningful interactions between children and other persons.



There is now clear evidence that childhood nutrition has a lasting effect on many aspects of health. Children need fresh, nutritional food and well-balanced meals.

MOJO MONTESSORI Early Learning Centre and Nutrition Australia (QLD) 2006 encourages the following:

- Children need sufficient nutritious foods to grow and develop normally
- Enjoy a wide variety of nutritious foods
- Eat plenty of vegetables, legumes and fruits
- Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- Include lean meat, fish, poultry and/or alternatives
- Include milks, yoghurts, cheese and/or alternatives
- **Choose water as a drink**
- Limit saturated fat and moderate total fat intake. Low fat diets are not suitable for infants.
- Choose foods low in salt
- Consume only moderate amounts of sugars and foods containing added sugars.

The Centre aims to provide all children with at least 50% of their daily-recommended daily dietary intake. We aim to take into account all children's individual requirements, and to value the children's home and cultural backgrounds.

Providing suitable foods which meet children's nutritional needs

- The centre aims to provide a nutritious diet with foods chosen from the five food groups – breads and cereals, fruits and vegetables, dairy foods, meats and fats and oils.
- Fresh fruit and vegetables will be used where appropriate.
- Fats and oils will be used sparingly.
- Drinking water will be readily available
- Food will be served taking into consideration colour, texture and presentation.
- Food will not be used as a form of punishment either in its provision or denial.
- Children will be allowed second helpings when available.
- The menu is on display outside the kitchen
- Food awareness activities will be included in the program.

If parents intend to bring food to the centre, please ask that the meals/snacks they bring nutritious and healthy. Please find the following 5 food groups guide for what the centre considers Healthy Eating.

The centre will always respect a family's wishes, religious beliefs and lifestyle. Upon enrolment, Parents will record their wishes for their child to participate in any food activity or menu item on their child's profile sheet and enrolment form

- Individual requirements will be recorded on the Kitchen's dietary requirements list for staff to follow.
- The centre will also consider the menu is a child is allergic to any aspects of the menu. With family consultation it will be decided as to whether the menu can be changed to accommodate the child's individual needs or families provide the food that the child requires.
- The centre will develop an emergency action plan for all children with food allergies – this plan will be developed with the assistance of the child's family, medical practitioner and will be reviewed 6 monthly.

Special Occasions and Celebrations

The National Heart Foundation recommends that snack foods such as cake, biscuits and takeaway foods are limited to just once a week. However the centre does acknowledge the importance of celebrations and Special Occasions.

Many children like to bring a cake to share with their friends on their birthday. Children love to blow out the candles while their friends are singing happy birthday. Cakes and candles may also be brought into the centre for other special occasions. To prevent the spread of germs when the child blows out the candles, we ask that you either:

- Provide a separate cupcake (with a candle if you wish) for the birthday child and enough cupcakes for all the other children; or
- Provide a separate cupcake (with a candle if you wish) for the birthday child and a large cake that can be cut and shared.

(N.B. Please check with staff re: children with allergies)

Staying Healthy in Childcare 5th Edition

Staff Information

Our service has a policy of employing educators approved by the Office for Early Childhood Education and Care. Our educators are encouraged to participate in professional development in order to broaden and upgrade their skills.

The Director is responsible for the overall management of the centre. The centre maintains correct staffing ratios as defined by the Education and Care Services National Regulations. Educators are trained in providing care and educational learning environments in early childhood settings. Learning environments are continually evaluated to ensure they meet the developmental needs of the children in the group. We support the concept of child free preparation time. To this end educators will be employed to relieve educators for programming time. Additional educators may also be employed to assist children with additional needs. All educators hold a current First Aid and CPR certificate.

MOJO MONTESSORI Early Learning Centre is a Queensland Government Approved Kindergarten Program Provider. We employ a Queensland Teachers College and ACECQA approved Early Childhood Teacher. The Early Childhood Teacher works in the Preschool room, preparing children for their transition to Prep.

Age Groupings

The centre provides care to children aged from 15 months to school age in the following age groups:

Toddlers: 15 months to 2.5 years

Kindy: 2 years to 3 years

Preschool: 3 years to 5 years

Vacation Care: School Age Children

What to bring

Toddlers:

- Bottle and milk/formula as required
- 2 or more complete sets of clothes
- Items your toddler is attached to i.e. dummy, teddy bear etc.
- Set of cot sheets (1x fitted & 1x flat) for rest time.
- At least 4-5 nappies for the day.

Junior Kindy:

- Items your child is attached to i.e. Teddy bear, comfort blanket
- 2 complete sets of spare clothes
- Spare underwear if toilet training or 4-5 nappies for the day.
- Set of cot sheets (1x fitted & 1x flat) for rest time.

Preschool:

- Items your child is attached to i.e. teddy bear, comfort blanket
- 2 sets of spare clothes
- Spare underwear
- Set of cot sheets (1x fitted & 1x flat) for resting.

Please do not send your child in good clothing. Play clothes that can become a little dirty, that enable uninhabited play and that can be easily managed by your child are best. Children should be dressed according to the climate. For example, light cotton clothing (with sleeves) in that will provide protection from the sun and sandals are best in summer. (No thongs please). In cooler months, warmer clothing layers that can be removed as the day warms up, with shoes and socks are most appropriate.

Parents choosing not to purchase a centre hat may prefer to leave a hat at the centre to ensure there is always a hat available for your child to wear. A **NO HAT, NO PLAY** policy will be enforced and children without hats may miss out on some outdoor experiences.

*Please ensure all items brought to the centre are **clearly named**.* Whilst all care is taken, we will not accept liability for loss or damage.

Students, Visitors and Volunteers

From time to time you will see new faces at the centre. Relief staff and volunteers are screened before participating in our daily activities and must adhere to our philosophy and Code of Conduct while at the centre. At no stage will a volunteer or student be left in charge of a group of children, however they will interact with the children, giving help and attention as needed.

Grievance and Conflict Resolution

Parents are requested to raise any concerns they may have regarding their child's care with the group leader in the first instance. This should be followed up by speaking to the Director if the concern has not satisfactorily been resolved.

If you have any suggestions please do not hesitate to contact the Director so that appropriate action can be taken. Parent suggestions can also be placed in the centre fees box and be left for consideration – anonymous suggestions will be addressed through the centre's bi-monthly newsletter.

All concerns will be dealt with in the following manner:

- With confidentiality
- Meet with staff members in the group (if applicable) to discuss the issue
- The centre's Licensee and Operations Manager will be informed of the grievance and discuss with the Director possible strategies to resolve the grievance.
- Meet with parents to discuss the grievance and document the outcomes. Meetings will be conducted with 2 staff members of MOJO MONTESSORI Early Learning Centre.
- Outside agencies or community resource programs may be accessed if families and the centre require support.
- The centre may engage the resources of an independent Conflict Resolution Centre to assist with the mediation of a dispute.

- The centre insists that through the conflict resolution process, the centre's Code of Conduct must be adhered to.

Parents have the right to contact either of the following in the event of a concern:

Angie Verstegen
Owner
0407 407 004

Office for Early Childhood Education and Care
Logan Office
(07) 3884 7813

Additional Needs

Before your child begins care at our centre it is important to discuss with us any additional needs your child may have and how we can meet them while your child is in our care.

Planning for children with additional needs requires careful thought and often the assistance of specialists. It is important to know how the specific needs may or may not affect the child's learning and activities. This information will help us to meet the needs of the child and seek assistance from specialist and support workers.

Please help us provide good care for your child by bringing to our attention any additional needs your child may have.

Fees and Attendance

MOJO MONTESSORI Early Learning Centre has an enrolment fee of \$75.00. This provides your child with:

- A centre hat
- A sheet bag

The centre's enrolment fee and 1 week's fees are to be paid before your child starts care.

On enquiry at the centre, you will be given information outlining the fee structure and the methods of payment available. Centre fees are charged 1 week in advance. It is centre policy to have all fees paid weekly or fortnightly. Failure to pay fees may lead to the cancellation of your child's enrolment.

If you are having difficulty paying your fees, please do not hesitate to contact the centre Director as she/he may be able to help.

To aid in the payment of childcare fees, from the 1st July 2000, the Commonwealth Government has provided Child Care Benefit to eligible families to reduce fees. Parents, please note it is your responsibility to apply for this scheme and to follow relevant guidelines. Families need to ensure that if multiple percentages are applicable that you inform the centre of the children attending other care providers. Unless a sibling attends our service, the lowest % will be applied.

Child Care Benefit (CCB)

Child Care Benefit is a subsidy provided by the Commonwealth Government to approved Long Day Care Centres, Family Day Care Schemes and Occasional Care Services. This subsidy is then used to reduce the weekly gap fee parents are required to pay to the centre. Parents must apply for Child Care Benefit through their local Department of Human Services (Centrelink).

Department of Human Services – Woodridge is located at:

21 Station Road
Woodridge Qld 4114

Or can be contacted on 13 61 50 between 8.00am and 8.00pm local time Monday to Friday, except national public holidays.

www.humanservices.gov.au

In order to receive Child Care Benefit, parents/guardians must sign their child/ren **in and out EVERY day they attend care**. On return to the centre after any absence, parents/guardians must sign the attendance sheets indicating the reason for the absence. Parents/guardians who do not receive Child Care Benefit are also required to follow the procedure of signing for their child/ren's attendance.

Child Care Rebate (CCR)

Child Care Rebate assists parents/guardians with your out-of-pocket expenses for approved child care if you are working, training or studying.

Out-of-pocket expenses are total child care fees less Child Care Benefit. Child Care Rebate covers 50% of out-of-pocket expenses up to a maximum of \$7500 per child per financial year.

Child Care Rebate is a different payment from Child Care Benefit. To receive Child Care Rebate you must first claim Child Care Benefit for approved care. Child Care benefit is based on you income and is different for everyone.

For more information specific to your circumstances please contact your local Department of Human Services Office.

www.humanservices.gov.au

Priority of Access

This centre follows the following policy in relation to priority of access as set out by the government.

Priority One – a child at risk of serious abuse or neglect.

Priority Two – a child of a single parent who satisfies, or of parents who both satisfy the work/study/training test under section 14 of the A New Tax System (Family Assistance) Act 1999.

Priority Three – Any other child.

Within these main three categories, priority should also be given to the following:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold or whose partner is on income support
- Children in families with a non-English speaking background
- Children in socially isolated families
- Children of single parents.

A Child Care Centre that has no vacant places and is providing care to a priority three child, may require that child to leave the service in order for that service to provide a place for a child of a higher priority, but only if:

- The person is liable to pay fees in respect of the child was notified when the child first occupied the child care place, and
- The service gives that person at least 14 days notice of the requirement for the child to leave the child care service.

Child Care Services Handbook

Late Fees

We ask for your cooperation in dropping off and picking up your children within the centre's operating times. If at any time you have an emergency and are going to be delayed, please contact the centre. Educators can allay your child's concerns and make plans for their own commitments. A late fee will apply if your child is left at the centre after closing time. The late fee is not subject to Child Care Benefit. Our Centre policy is that you will be required to pay a late fee of \$1.50 per minute which will apply if children are still within the centre after closing time. This will increase to \$3.00 per minute if they are still here after 6.30pm. Any child who is consistently picked up late will be charged \$5.00 per minute after the 5th time.

Holiday Fees

Fees are payable for holidays taken throughout the year in order to reserve your child's place at the centre. If your fees are up to date at the time of your holiday, you may have up to 2 weeks (maximum) holiday rate per year (half your normal gap fee).

Public Holidays

Should you wish to swap a day that falls on a public holiday please speak to the centre Director. Approval to swap days may only be granted if the days to be swapped fall in the same week as the public holiday and vacancies are available within your child's room. Gap fees for Public Holidays may be waived at centre management's discretion.

Changes

It is the parent's responsibility to notify the centre of any changes to the child's enrolment details in advance. These include but are not limited to:

- Change of address or phone number
- Changes to custody order
- Changes to emergency contacts
- Changes to persons authorised to collect your child from the centre.

The ***Change of details form*** is located on the front counter.

Dropping off and picking up your child

A responsible adult (nominated on your enrolment form), known to the Director and/or Group Leader/Assistant must bring your child to the centre. Please ensure when dropping off your child/ren, that you leave your child with an educator. We are unable to ensure the safety of your child/ren if we are unaware they are in the building.

Only authorised persons (as indicated on the enrolment form) will be allowed to collect children from the centre. Please notify the Director in writing of any changes regarding the responsible person who will be collecting your child. A responsible person other than one known to the centre will be required to provide photographic identification as proof of identity. Should you require an older sibling to collect your child/ren from the centre, you must provide the centre with a letter of consent. Parents with custody orders must provide a copy of the order to the Director. In the event of the non-custodial parent arriving to collect the child/ren from the centre, the Director will contact the police and provide a copy for the police to enforce.

On no account will a child be allowed to go home with a parent/guardian in contravention of a custody/court order held at the centre. Such custody/court orders should be brought to the centre's attention on enrolment. However, in the event of a non-custodial parent gaining access to a child, the centre cannot be held liable.

All persons must be over the age of 18 to be eligible to collect your child/ren.

Prolonged Absence

Should your child/ren be absent from the centre for longer than 2 weeks and the centre has not been notified nor can the centre make contact with the family, the centre reserves the right to cancel the enrolment. In the event of the centre being owed outstanding fees it will use the families bond and any outstanding debt will be forwarded to the centre's debt collection agency. All costs incurred in the debt collection process will be passed on to the family.

Arrivals

To ensure the best possible care for your children and the safety and wellbeing of everyone within the centre, MOJO MONTESSORI Early Learning Centre will open with 2 staff at 6.30am. In the event of an educator being late for this shift, we require you to remain with your child/ren until the educator arrives or is replaced with an alternative educator. The centre acknowledges the inconvenience of such an event, however, we believe the safety of children and educators are of the utmost importance.

Excursions

Excursions and performances will be arranged from time to time as part of your child's experience at the centre. Parents are encouraged to attend any time. Costs for excursions and performances will be charged to your account and are not eligible for CCB.

Permission for your child to participate on an excursion outside the centre will be sought prior to the event. Permission slips will be on display for parents to complete as the need arises. Children who are unable to attend the excursion will remain at the centre with another group.

Child Care Development Concepts

Educators monitor children's learning and development through observation, supported by conversations with the child or children. Educators adopt a purposeful approach to observation that allows them to identify significant learning when it occurs and confirm that each child is progressing across all areas of learning and development.

An educator's professional practice is supported by the implementation of the Early Years Learning Framework. This framework embraces the vision that "all children experience learning that is engaging and builds success for life.

The Early Years Learning Framework describes a vision of children's learning, characterized by:

- **Belonging** – recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children's interdependence and relationships with other.
- **Being** – recognising and valuing the 'here and now' in children's lives, and viewing childhood as more than simply preparation for adulthood or for the future.
- **Becoming** – recognising the rapid and significant learning that occurs in the early years, and the capability and potential for all children.

Encouraging Good Hygiene Practices

Educators model and encourage children to develop personal hygiene through washing of hands after play, toileting, coughing, sneezing, nose blowing and before and after eating. Children are encouraged to cover their mouth when coughing or sneezing. Educators use gloves for nappy changing, nose wiping, and during the preparation of and serving of food.

Toileting

Educators encourage children on all steps of maintaining good hygiene practices i.e. hand washing with soap and drying hands when complete. Children are encouraged to go to the toilet individually. During toilet training, educators will endeavour to support efforts made at home. Please feel free to discuss your needs with educators. Hygiene is very important to us... educators clean toilet and floor areas several times a day and again before closing the centre at the end of the day.

Health

Illness and the outbreak of infectious diseases are a very serious matter where so many children are in constant contact with each other. It is extremely difficult for educators to provide appropriate care for children who are ill, and still give attention to the rest of the group. When children are sick they need more attention, as well as a quiet warm place to rest. It is impossible to give a child who is placed in a group this type of care, as it requires educators to lessen their involvement with the rest of the group.

Therefore we request that children who are sick not be brought to the centre.

Please do not feel that we are going to ring at every sign of a 'sniffle' etc, but if we feel your child is in need of medical attention or would benefit from being at home or somewhere quiet, we will contact you to inform you of your child's condition. We do appreciate your need to be at work, therefore if you are unable to collect our child, please arrange for someone else to collect them. The staff are not qualified to diagnose your child's condition, they can only voice their concerns and suggest what the problem is, using their knowledge and experience from working with children.

Panadol

Fever is one of the body's ways of removing germs. It is generally a sign that there is an infection. In the event that your child has a fever, the centre will offer the child additional fluids, remove excess clothing and monitor the way the child looks, behaves and their level of alertness. Due to the damage Panadol can cause to the liver, the decision to administer paracetamol will not be made lightly. Parents will be initially contacted and should a fever reach 38 degrees or above and picking up the child is still a little way off then Panadol may be administered by centre staff therefore reducing the risk of convulsion. Parents will be required to sign the medication form upon arrival.

Staying Healthy in Childcare 5th Edition

The centre's Panadol is for emergencies only. If you require your child to have Panadol during the day, please supply your own and complete the centre's medication authorization form.

Spreading Infection

Infections can be spread by a person who clearly shows no signs of the illness themselves. Hand washing is the most effective way of preventing the spread of infection. Hand washing is effective because it loosens, dilutes and flushes off the germs. Hand drying is also vitally important. The centre encourages hand washing by providing:

- Readily available hand basins for staff and children
- Soap dispenser with foaming soap which generates a rich lather with little water
- Hand sanitiser dispensers throughout the centre

The centre will teach the children to wash their hands using the following method:

- Wet hands
- Use foaming soap and spread over hands
- Rub hands vigorously as they wash, paying attention to palms, backs of hands, in between fingers and under fingernails
- Rinse hands thoroughly to remove all suds and germs
- Pat dry hands with paper towel and turn off the tap.

The centre encourages hand washing for children and staff at certain key times during the day. These include:

	Before	After
Educators and other staff	Starting work, so germs are not introduced into the service Eating or handling food Giving medication Putting on gloves Applying sunscreen or other lotions to one or more children Going home, so germs are not taken home.	Taking off gloves Changing a nappy Cleaning the nappy change area Using the toilet Helping children use the toilet Coming in from outside Wiping a child's nose or your own nose Eating or handling food Handling garbage Cleaning up faeces, vomit or blood Applying sunscreen or other lotions to one or more children
Children	Starting the day at the service, parents can help with this. Eating or handling food Going home, so germs are not taken home with them	Eating or handling food Touching nose secretions Using the toilet Having their nappy changed – their hands will become contaminated while they are on the change mat Coming in from outside play Touching animals

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Child Immunisations

The centre requires a copy of your child/ren's immunization records to be kept on file. This is a requirement set by the Department of Human Services and the Office for Early Childhood Education and Care.

Age	Immunised Against	Age	Immunised Against
Birth	Hepatitis B	2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
4 Months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus	6 Months	Diphtheria Tetanus Pertussis Polio Hib (refer to note 1) Hepatitis B (or at 12 months) Pneumococcal Rotavirus (refer to note 2)
12 Months	Measles Mumps Rubella Hib Hepatitis B (or at 6 months) Meningococcal C	18 Months	Measles Mumps Rubella Varicella Pneumococcal (refer to note 3)

4 Years	Diphtheria Tetanus Pertussis Polio Measles (refer to note 4) Mumps(refer to note 4) Rubella (refer to note 4)
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Note:

1. Four doses of Hib vaccine are due at 2, 4, 6 and 12 months of age when 'PRP-T Hib' containing vaccine is used.
2. Three doses of Rotavirus vaccine are due at 2, 4 and 6 months of age when RotaTeq vaccine is used.
3. Four doses of Pneumococcal vaccine are due at 2, 4, 6 and 18 months of age when Synflorix vaccine is used.
4. MMR vaccine is only to be given at 4 years if MMRV vaccine was not given at 18 months.

Last updated: 1 July, 2013

Retrieved From: <http://www.medicareaustralia.gov.au>

The following is a list of common infectious diseases and their exclusion periods. Any parent who does not supply the centre with the completed immunisation schedule will be considered to be un-immunised and therefore in the event of an outbreak of a disease an immunise preventable disease, shall be excluded.

Exclusion Periods

The following is a list of common infectious diseases and their exclusion periods. Any parent who does not supply the centre with the completed immunization schedule will be considered to be un-immunised and therefore in the event of an outbreak of an immunise preventable disease, shall be excluded.

Conditions	Exclusion of Case	Exclusion of Contacts
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not Excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded Contact a public health unit for specialist advice.

Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not Excluded
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses.	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	No Excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded. For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case.

Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact public health unit for specialist advice about excluding non-vaccinated contacts or antibiotics.
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics.
Varicella (chickenpox)	Exclude until all blisters have dried – this is usually at least five days after the rash first appeared in non-immunised children, and less in immunised children.	Any child with an immune deficiency (for example, leukaemia) or recovering from chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease.
Viral gastroenteritis (viral diarrhea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

Sourced: Staying Healthy in Childcare 5th ed.

A Clearance Letter from your child's doctor must be provided to the centre prior to/on return to the centre if your child has been excluded due to an infectious disease.

Diarrhoea and Vomiting

Diarrhoea and vomiting are potentially contagious and it is our policy that if your child is suffering from either of these, regardless of the cause, they must be kept away from the centre. This means that if your child has a loose bowel motion or vomits before leaving home in the morning, the child is NOT to be brought to the centre. We appreciate that it may be caused by something that your child ate, but we can't be sure. We often find that a child who has been sick in the morning usually repeats this throughout the day and even becomes worse, and we have to contact you in any case to take your child to the doctor. If you are in any doubt at all regarding your child's health, and unsure whether to bring your child, PLEASE DO NOT as they are usually not well enough to come. The following symptoms alert you to the fact your child could be unwell:

- Unusual spots or rashes
- Unusual behaviour (your child is cranky or less active than usual, cries more than usual, feels general discomfort or just seems unwell)
- Feverish
- Conjunctivitis (tears, redness of eye lining, irritation, followed by swelling and discharge)
- Breathing trouble
- Mucus discharge from the nose (thick, green or bloody)
- Diarrhoea
- Loss of appetite
- Sore throat or trouble swallowing
- Infected skin patches
- Severe, persistent or prolonged coughing
- Frequent scratching of the scalp or skin
- Headache, stiff neck
- Yellowish skin or whites of the eyes, and
- Usually dark, tea coloured urine.

What to do when your child has a symptom

- Consult your doctor
- Keep your child away from the centre so that others are not infected
- Contact an appropriate staff member and advise them of your child's illness. It is important that you report any illness to appropriate staff as this allows them to
 - Watch for signs of illness in other children, and
 - Alert other parents, particularly those who may be at risk themselves or who may have children who are at risk.

What staff will do if your develops symptoms

As soon as staff become aware that your child is unwell, they will contact you.

As staff do not have the facilities to take care of your sick children adequately for any length of time, and as infection can move swiftly through a group, we will ask you or your nominee to come as quickly as possible to collect your child.

Medication-

All medication to be administered at the centre must be clearly marked with the child's name and the dosage required on the pharmacist's dispensing label. **Please do not leave medication of any nature in your child's bag.** Medication should be given to a staff member upon your arrival at the centre, at which time it will be stored in a designated area out of reach of your children and you will be required to complete a medication authorisation form. Medications requiring refrigeration will be stored as required.

Definition of medication

The term 'medication' can be defined either as prescribed or non-prescribed. For the purpose of this policy, 'prescribed' medication is

- authorised by a health care professional
- dispensed by a pharmacist with a printed label, which includes the name of the child being prescribed the medication, the medication dosage and expiry date.

Examples of prescribed medication include

- Antibiotics.
- Ventolin for Asthma.
- Ritalin for Attention-Deficit Hyperactivity Disorder.
- EpiPen for Anaphylaxis.

Any medication that does not meet the criteria for prescribed medication can be considered non-prescribed. This includes

- Over the counter medication.
- Medication dispensed by a naturopath/homeopath.
- Considered complementary or alternative such as vitamins and cultural herbs or remedies.

Examples of non-prescribed medication include

- Topical or antifungal creams for nappy rash or eczema.
- Paracetamol.
- Ibuprofen.
- Antihistamine.
- Teething gel.

Administering Medication

The basic principles of medication administration will be adhered to at all times in the service. The five principles are

Do you have the right

- child.
- medication.
- dose.
- method.
- date and time.
- expiry date of the medication.

These basic principles are the first steps in ensuring that medication is administered safely to any person and should be documented by the parent or legal guardian before administering medication to a child.

- Medication can only be administered when the service's *Medication Form* has been completed and signed by the child's parent or legal guardian.
- The service will endeavour to ensure that educators are witnessed by another person when administering medication to children.

Working with Parents

The service understands that there is a shared responsibility between the service, children and families when dealing with medical conditions and medication. Children who have specific health care needs will require a *Medical Management Plan* to be completed with our Nominated Supervisor. Families who communicate openly about their children's health will ensure better outcomes are provided for their child. Families can also supply details about their child's medical history

- Upon enrolment.
- On child background information sheets.
- In communication books or Centre feedback forms.
- Speaking directly with staff.

The service reserves the right to contact a health care professional if educators are unsure about administering medication to a child, even if the parent or legal guardian has requested the medication to be administered.

The Medical Management plan will include

- A **risk minimisation plan** where parents and staff can identify the potential risks for their child and outline any precautions or procedures that may minimise these risks.
- A **communication plan** where parents can identify how and when communication will occur.

Authorising the Administration of Medication

If it is necessary for medication to be administered to a child while in attendance at the service, it is the parent/caregiver's responsibility to ensure that staff are aware of this fact and the appropriate Medication Forms are completed.



This form must state

- The child's name
- The name of the medication
- The time and date the last dosage was given
- The date and time it is to be administered by the service
- Dosage to be administered
- Method of administration
- Signature of Parent/Guardian.

When medication is administered it must be

- From its original container.
- In accordance with any instructions attached to the medication or provided by a registered medical practitioner
- Only to the child whose name appears on the label.
- Witnessed by a second person checking the dosage and its administration.
- Signed off on the medication authorisation form.

It is the responsibility of all parents/guardians to ensure that when your child arrives at our centre that all medication is handed to an educator or placed in each room's locked medication box. All medication must be collected at the end of the day.

The same conditions apply in respect of natural/herbal medicines. Such medicines will not be administered by our educators unless you have a letter from your child's naturopath to accompany the medication and have completed the medication form as above indicating that educators has been given permission to administer this medication.

The Naturopath also needs to include a **Dispensing Label** on the medication.

Time Frame for administration of medications:

- Two times a day = 12 hourly
- Three times a day = 8 hourly
- Four times a day = 6 hourly
- If medication is stated at 3 or 4 times a day, then medication can be administered 6 hourly

Once the appropriate authority has been completed, the educator/s in your child's room will be responsible for administering the medication to your child. Each dose given to your child will be recorded on the Medication Form and this will be signed and witnessed by the two educators who administer the medication. Cough drops/lollipops or vitamin tablets and the first dose of any medication **WILL NOT** be administered under any circumstances.

If for any reason medication is to be administered outside these guidelines, you will be notified immediately. Such guidelines help us to provide a quality environment that ensures continuing, proper care and safety of your child through the supervision and maintenance of each child's health.

Storage and Disposal of Medication

Medication must be handed to an educator, who will then place this medication in the locked medication box in the designated medication fridge. Medication that is required urgently such as Epipens / Anti convulsing medication will be stored within each groups medication box which will remain locked.

Management of Asthma

As of the 15th January 2007 children with Asthma will need to have an Asthma Record Card and First Aid Plan. Parents/guardians of children will need to make sure it is updated at least six monthly.

Indicators that a child is having difficulty breathing include:

- Dry, irritating, persistent cough that worsens with play
- Complaining of a sore stomach
- Tightness of chest
- Shortness of breath, which often shows as tummy breathing (abdomen looks more swollen than usual)
- A wheeze / whistle sound that can sometimes be heard when the child is breathing out.

If the child does not have a formal Asthma Diagnosis then Queensland Legislation prevents a child care centre from administering blue reliever puffers such as Asmol / Ventolin.

If a child should present with breathing difficulties and does not have a diagnosis of Asthma then staff will:

Step One	Step Two
Sit the child upright Be calm and reassuring	If there is no improvement call 000 immediately

If the child is diagnosed with Asthma and is having difficulty breathing then staff will:

Step One	Step Two	Step Three	Step Four
Sit the child upright Be calm and reassuring	Without hesitation give 4 separate puffs of reliever medication via spacer or face mask. Ask the child to breathe in and out.	Wait four (4) minutes	If there is little improvement continue to repeat steps 2 and 3 whilst calling 000 and state that the child is having an Asthma attack.

- The centre will no longer use nebulisers at the centre without written consent from the Doctor and parents demonstrate their use to staff.
- The centre will review its Asthma management policy yearly and modify it accordingly to meet the needs of the children with Asthma and their family.
- All staff will participate in and complete Emergency Asthma Management Training.

Injections-

Staff are not qualified to give injections as they are not trained nurses but in the case of an emergency will administer an Epi-pen to a child with a diagnosed Anaphylaxis. This will be administered by the Director or Senior staff member. At all times the child's health plan will be followed.

Incident / Emergencies

In the event of a minor incident, first aid will be administered by staff and recorded. If a more serious incident occurs, parents will be contacted immediately. Please ensure the centre has current contact details for both parents and for emergency contact persons. Changes for that day may be left with the Group Leader. In emergency situations, should the person in charge determine the injuries are serious enough; an ambulance will be called immediately. The centre will not be liable for any cost incurred.

Emergency and Evacuation Procedures

In the case of an unforeseen emergency situation, every effort will be made to contact parents to collect their child. The centre is fitted with safety devices, which are maintained regularly. Regular fire drills are necessary for regulatory purposes. If you are present at a fire drill, you are required by law to participate. Emergency evacuation plans are displayed in the centre. Staff are familiar with the evacuation plan and where hoses and first aid equipment is to be found. Every effort will be made to make evacuation procedures enjoyable rather than a stressful event for the children. Regular emergency procedures give the children an opportunity to become familiar with the routine and planned evacuation.

Child Protection Policy

MOJO MONTESSORI Early Learning Centre is committed to the safety, wellbeing and support of all young people within our centre. Management, Staff and volunteers will treat all children with the utmost respect and understanding. In making this commitment to provide a safe and friendly environment, every effort will be made to ensure children:

- Feel safe and protected from harm
- Are heard
- Are respected and have input into planning and activities
- Have their best interests considered and upheld

The centre acknowledges that in order to maintain a safe and nurturing environment a strong commitment must be made to the training and development of management, staff and volunteers. To this end we will ensure that we all build upon our knowledge of:

- Child Abuse Protection
- How to access support services
- Risk management processes
- The handling of complaints and disclosures.
- The rights and expectations of parents and of children.

The centre strongly supports an environment where children and young people feel happy and comfortable. We understand that this directly relates to our staff who manage our classrooms and management who oversee the centre's key operational procedures. MOJO MONTESSORI Early Learning Centre requires all staff to hold a blue card as outlined in the Child Protection Act 1999.

In addition, MOJO MONTESSORI Early Learning Centre has a duty of care to ensure that all persons are provided with a high level of safety and protection during the hours of the service's operation.

It is understood by staff, children and families that there is a shared responsibility between the service and all stakeholders that the Child Protection Policy and procedures are accepted as a high priority.

Centre Photos

The centre participates in annual photographs both individual and as a group. If you do not wish for your child to be photographed, please indicate this on your enrolment form. For confidentiality and copyright reasons we insist that group photos are not scanned or reprinted in any form. Photos taken during any centre activity, event or show may not be published or reprinted without prior written notifications from parents.

The centre also uses photography to record your child's development and activities they may participate in. Your child's photos will be used in planning and evaluation documentation and for staff training purposes. The centre may also use a video recorder to record behavior that is of concern or to refer to specialists in support of written documentation.

Toys and Other Treasures from Home

We have chosen a wide variety of developmentally appropriate equipment and toys for our centre. It would be appreciated if you could explain to your child/ren that the toys at the centre are for everyone to share and **they cannot be taken home**. It would be appreciated if your child could be dissuaded from bringing toys to the centre. Cuddly/security toys are welcome and **must be clearly named**. The centre will accept no liability for lost or broken toys from home. If you have any CD's that you would like played at rest time, please bring them in and we will be happy to play them for you and your child.

Arts and Crafts Materials

In our quest to extend each child's imagination and creativity, certain materials are useful. We can use any of the following:

- Alfoil
- Cotton reels
- Match boxes
- Pipe cleaners
- Tinsel
- Old typewriters, CD players etc.
- Shells
- Wool
- Material scraps, lace, buttons etc.
- Boxes
- Wood off-cuts
- Old pots and pans