

---

# FAMILY HANDBOOK

---



# Acknowledgement of the Traditional Owners

We acknowledge the traditional owners of the land where Bumper Bears Early Learning Centre stands. We pay respect to the Elders – past, present and emerging – and acknowledge the important role the Aboriginal and Torres Strait Islander people continue to play within our community.



## Contact Details

<b>Nominated Supervisor / Director</b>	Tamara King
<b>Assistant Director</b>	Nicky Waddell
<b>Educational Leader</b>	Nicky Waddell
<b>Phone</b>	07 3283 7700
<b>Email</b>	bumperbears@gmail.com
<b>Address</b>	401 Elizabeth Ave, Kippa Ring
<b>Website</b>	<a href="http://www.bumperbears.com.au">www.bumperbears.com.au</a>
<b>Facebook</b>	facebook.com/bumperbears
<b>Instagram</b>	Instagram.com/bumperbears

# Introduction

Bumper Bears Early Learning Centre is a family owned centre licensed for 75 children per day from the ages of 6 weeks to school age.

By enrolling your child with us, you have selected a team of educated, caring and supportive Early Childhood professionals. Our team of Educators consistently attend professional development opportunities, pursue outside study, and continue to stay abreast of the latest changes and developments within the Early Childhood Development sphere.

We are a highly regulated profession and wholly embrace the relevant legislative and professional frameworks including the National Quality Framework, the National Quality Standards and the Early Years Learning Framework. These provide us with clear expectations regarding professional service delivery. As a Centre, we have developed policies and procedures in line with these requirements. I have listed the contents of this document for you, and are available for you to sight at any time in the Reception area of the Centre.

At Bumper Bears Early Learning Centre, we are focused on providing the highest quality education and care for your children. We operate our rooms to give your child a holistic approach to education, exploration and interactions. We encourage families to be involved in and provide feedback on all aspects of the centre, and to engage in open communication with our team. Our aim is to ensure we are meeting families' expectations and needs, and nurture each individual child's learning.

So finally, Welcome! We look forward to working with you to provide a positive, developmentally stimulating, fun, loving and exciting experience for your child.

Tamara King  
Centre Director  
Bumper Bears Early Learning Centre

# The National Quality Framework

The National Quality Framework is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children. (ACECQA, 2017)

## **What does the National Quality Framework mean?**

The National Quality Framework (NQF) for Early Childhood Education and Care helps you ensure your child is given the best possible start in life. The NQF has high standards to improve education and care across various service types.

## **Benefits for children and families**

- Greater individual care and attention for children
- Better support for children's learning and development
- Educators with increased skills and qualifications
- Improved educator to child ratios in most services
- A new rating system of education and care services.



## **The National Quality Framework includes:**

- A national legislative framework that consists of the Education and Care Services National Law and Education and Care Services National Regulations
- A National Quality Standard and an assessment and rating system
- A regulatory authority in each state and territory who will have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard.
- The Australian Children's Education and Care Quality Authority (ACECQA). ACECQA is the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

You can access details of the NQF, including the Standards, Learning Frameworks and Legislation either through the ACECQA website (at [www.acecqa.gov.au](http://www.acecqa.gov.au)) or simply ask at the Reception Desk to view copies at any time.

# Belonging, Being and Becoming

## The Early Years Learning Framework for Australia

This is the foundation of our 'programming & practice' within the Centre. Here's an extract from the Early Years Learning Framework (2009) providing an overview of the what the EYLF is all about...

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.

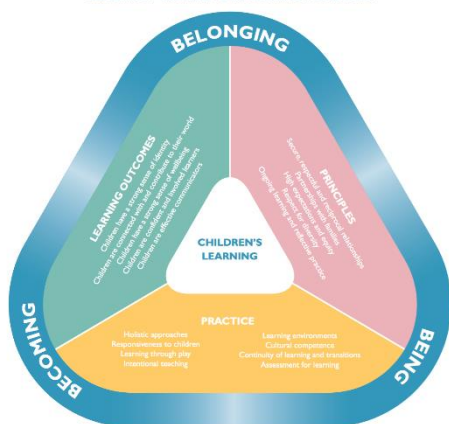
The diversity in family life means that children experience *belonging*, *being* and *becoming* in many ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

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.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concept
- stimulates a sense of wellbeing.

ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK



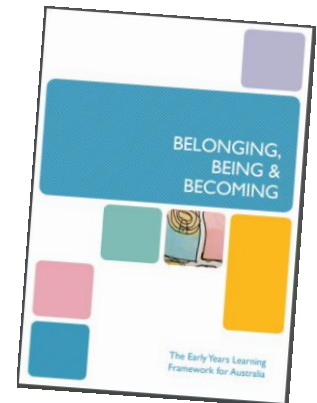
The Framework puts children's learning at the core and comprises three inter-related elements: Principles, Practice and Learning Outcomes. All three elements are fundamental to early childhood pedagogy and curriculum decision-making.

## The Early Years Learning Framework - Learning Outcomes

The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range. The outcomes are:

- Children have a strong sense of identity**
- Children are connected with and contribute to their world**
- Children have a strong sense of wellbeing**
- Children are confident and involved learners**
- Children are effective communicators.**

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Over time children engage with increasingly complex ideas and learning experiences, which are transferable to other situations.



## The Early Years Learning Framework - Principles

The following are five Principles that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy. The Principles underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes.

### **1. Secure, respectful and reciprocal relationships**

Educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning.

### **2. Partnerships**

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.

### **3. High expectations and equity**

Early childhood educators who are committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children progress well when they, their families and educators hold high expectations for their achievement in learning.

### **4. Respect for diversity**

There are many ways of living, *being* and of knowing.

Children are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives.

## 5. Ongoing learning and reflective practice

Educators continually seek ways to build their professional knowledge and develop learning communities. They become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

### The Early Years Learning Framework - Practices

The principles of early childhood *pedagogy* underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- Adapting holistic approaches
- Being responsive to children
- Planning and implementing learning through play
- Intentional teaching
- Creating physical and social learning environments that have a positive impact on children's learning
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transitions
- Assessing and Monitoring children's learning to inform provision and to support children in achieving learning outcomes.

If you would like to learn more about the Early Years Learning Framework further, please speak with your child's educator, or feel free to visit

[http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

## RIE / Pikler Approach

The founders of these approaches are:

### Magda Gerber

Magda Gerber drew insight from Emmi Pikler's philosophy and introduced RIE to the United States in the late 70s. Her work is based on respect for and trust in children to be initiators, explorers and self-learners.

Children are viewed as active participants in their growth and development rather than passive recipients. RIE philosophy encourages the following practices:

- A physically safe, emotionally nurturing and cognitively challenging environment. What does this look like? Minimal clutter, open spaces for uninterrupted play and the freedom to explore and interact with their peers and surroundings. By providing open-ended resources and heuristic play opportunities which are sourced from the 'real world', e.g., baskets, shells, rocks, bowls, utensils etc. we encourage children to play creatively and in depth.

- Being consciously in the moment and remaining present in all care moments, ensuring to include children by way of communication and eye contact so they are aware of what's happening to them at all times and are active participants in activities.
- Respectful communication – both verbal and non-verbal. Educators model calm and peaceful behaviour. They clearly define limits and expectations to develop discipline. Providing explanations and seeking permission from children is important to ensure we are doing things 'with' children' and not 'to' them, e.g. Blowing their nose, nappy changes etc.

## **Emmi Pikler**

- Dr Emmi Pikler lived and found her life's purpose, working with infants in her homeland of Hungary. Pikler, a paediatrician, took over the running of a Home for Children (known as Loczy) in Budapest in 1946. One whom she mentored was Magda Gerber who took Pikler's philosophy to the USA and introduced it to her new homeland.
- Principles include; Providing full attention so children feel a sense of connection and stillness. By being completely present we create a peaceful environment allowing children the time to explore themselves, their abilities and surroundings. Events can unfold in their natural time as opposed to being rushed and pushed. This is particularly important in today's age, where many people are busy and stressed trying to achieve as much as possible in as little time as possible.
- Free Movement: Babies are never put in a position which they cannot get into themselves. We don't want them to feel or become 'trapped.' Our centres are designed to allow children free movement and encourage infants to reach out and develop their core muscles enabling them to explore and move freely.



# Preparing for a new experience

If your child is commencing education and care for the first time, or starting at a new centre, it is likely that there will be a period of adjustment for both you and your child, while you both become familiar with and comfortable in the new environment. There will be new friends to make, new routines to become accustomed to and new experiences to be had. Some children (and families) will adjust with no apparent issues, while others may experience any or all the following completely normal reactions.

## **Behaviour**

## **What do we (you as the family, and us as the Educators) do?**

### Separation Anxiety.

This may result in crying as you try and leave your child at the centre, or expressing that they don't want you to go etc.

- Talk to your child before they start attending the centre. Remind them of how much fun it is going to be, and how much they enjoyed themselves when they visited previously (if appropriate)
- Work with us to plan how your child can start in a gradual way. If possible, let's start with shorter days, to increase their time at the centre gradually. This might also include visits with you for a couple of hours to start with.
- Ask your child what they would like to do during the day, and please share this with us. Our programs welcome and embrace children's guidance and direction.
- Plan for additional time and spend some time settling your child into their favourite activity before you leave.
- Communicate any comfort strategies you may have, such as an interest, or a physical comforter such as a toy.
- Participate in a positive relationship with educators, your child is more likely to feel comfortable if they can see you too are comfortable in both the environment and with the educators and staff.
- As educators, we will greet you and your child and invite your child into play, encouraging their engagement with experience and peers.
- Always remember to say goodbye to your child. As tempting as it may be to sneak out, your child will benefit from knowing that you have left with the reassurance of your (or relevant persons) return in the afternoon. This is a key point that can be re-visited throughout the day with your child, if needed, and will

assist in creating a safe and trusting environment for your child.

Excitement.

- Encourage it and build on it! Share with us your child's experiences so we can support their excitement to continue.

You (as the parent/family) are anxious about leaving your child in a new environment.

- It's perfectly normal to feel nervous, anxious or even upset. Honour these emotions, and if you need to talk any one of the team can support you. We do encourage you to try and refrain from showing these emotions in front of your child as this may upset them or give them cause for concern.
- Communicate with the educators. They value your input as a family and want to support you in your journey. What can we do to support you during this time?
- Plan to allow additional time at the centre, both before starting and each morning. This will allow you to familiarise yourself with the environment, your child's peers, their interests and the educators. The more comfortable you are, the more comfortable your child is likely to be.
- Call us to re-assure yourself that your child has settled for the day. Also, keep an eye on your Storypark as this will be updated throughout the day. Additionally, we can email and send photos of your child participating and enjoying themselves.

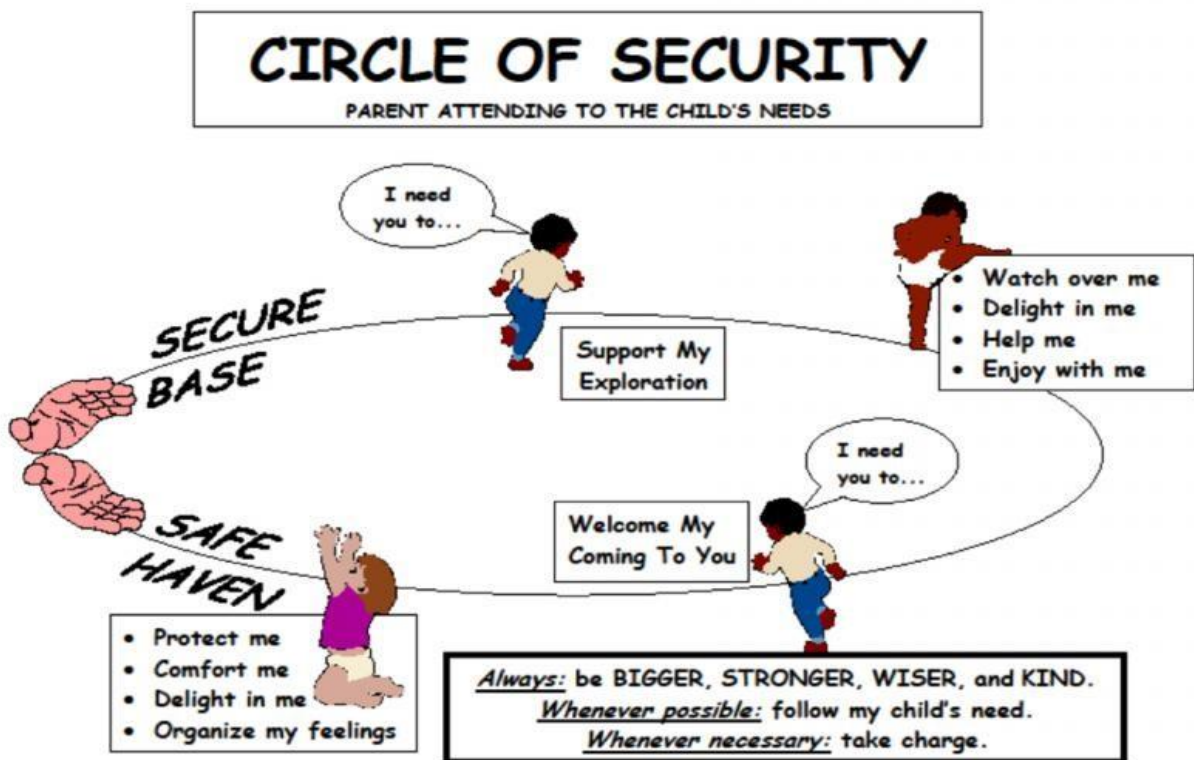
Change in Behaviour at home.

- Monitor the behaviour and ensure they continue with their home patterns of behaviour. If there are any changes, or anything out of the ordinary, please discuss this with your educators.
- Consistency. IF we understand your home routines, we can apply these to supporting your child. For example, do they have a comfort item or routine for sleep?
- Remember that your child is now interacting with larger groups of children, and children will behave differently across various environments. Please keep the communication channels open to best support your child and their experience in both the home and centre environment.

# Circle of Security

At Bumper Bears, we believe in a collaborative approach for supporting the needs and rights of children. We encourage all our families to identify their child's needs, and to work in partnership with the teaching team in supporting children to achieve emotional resilience, trust that their needs will be met by a trusted and loving caregiver and to promote a consistent approach to supportive caregiving. Respectful and reciprocal relationships with children and families is vital. Our educators are always happy to have a chat and discuss your child and family's needs. If you wish to have a more in-depth conversation, please let us know and we can schedule an appropriate time for the educators to be available out of room.

There are many 'models' for providing a supportive environment for children. Our preferred model is 'The Circle of Security' (Circle of Security International 1988) – which applies equally to educators and families and which many of our teaching team have been trained in. For more information, you can visit [www.circleofsecurityinternational.com](http://www.circleofsecurityinternational.com)



© 1998 Cooper, Hoffman, Marvin, & Powell  
[circleofsecurity.org](http://circleofsecurity.org)

# Starting at the Centre (Orientation)

Bumper Bears Early Learning Centre has a welcome process to assist children and family members to settle into the centre.

1. After a family has been offered and accepted a position, the Director co-ordinates a day and time for the first orientation visit. (This may take the form of a tour prior to you making the decision about placing your child for care at the service). On the day, you will be greeted by the Director, and will be asked to sign the visitor's book prior to being taken on a tour of the centre. During the tour, the Director will highlight specific policies and procedures as appropriate (for example, this is where your child's bag will be stored, or this is where your child's milk being dropped off will be recorded).
2. The Director will introduce you and your child to each staff member on duty, and to the person who will be your child's main Educator.
3. Your child will be encouraged to explore and join in with the other children if they feel comfortable. Staff qualifications, experience and qualities will be discussed during the tour.
4. Once you have been shown around the centre, the Director will sit with you and discuss your child's individual needs and requirements, and review all the documentation which has been provided. You will be shown the location of the policy & procedure manual and have explained the process for borrowing a loan copy of the manual to take home. You will also be given other relevant information which relates to your enrolment.
5. We will discuss your child's settling in needs and will work with you to define a settling in schedule which will best suit the child. Parents and families are encouraged to visit a couple of times to get to know the staff and centre, and to feel comfortable with leaving their child. Staying in the environment with your child for small blocks of time could be helpful with this. Depending on your work or other commitments, the possibility of shorter days for the first week is discussed as an option to help with the settling in process.
6. On your child's first day the Director will greet you and your child, and introduce you to the educators and staff team. The child's previous night will be discussed and any other relevant concerns. Families are encouraged to visit as often as they want to in the settling in process and throughout their child's time at the centre.
7. The Director or Educator will contact you during the first day to give you an update on how your child is settling in. Families are also welcomed to call throughout the day for an update whenever you require.
8. At the end of the first day the Educator will go over the day's events with you. This will be an ongoing form of contact with your family.
9. The Director or Educator will add your child to Storypark (a digital platform used in our Centre, more information can be found on page 9. After your child, has been added an invitation will be sent via email for the family to accept and follow their child's learning.

# Welcome to StoryPark

Storypark is an easy-to-use, private online service that helps educators, parents and families work together to record, share and extend children's learning.

Children's development is captured by posting photos, videos, stories, moments, notes and responses. Creating a Storypark account is quick, easy and free for parents and families.

Storypark is 'child-centric' which means any account must be connected to a child's profile. If a child attends an early learning service that uses Storypark, an educator can invite and create a Storypark child profile and invite the child's family to it. Alternatively, families can download the Storypark for Families iOS app or Android app and add their child's profile themselves. You can then invite family members to be part of that profile.

## Why Storypark?

- Supporting families
- Be part of your child's day no matter where you are.
- Extend your child's interests and learning.
- Record your child's stories and keep them forever.
- Share and collaborate with wider family in a safe, private environment.
- Perfect for any parent or family situation, including working couples, separated parents and overseas relatives.
- Free to access.
- Enabling children
- Enhanced learning opportunities.
- Feedback and reinforcement from family.
- Stimulates language and ideas.
- Revisit stories to reinforce and extend learning.
- Build an online record that grows with each child.



Download the Storypark for Families iOS app or Android app today and log in using your Storypark account. Visit the Storypark for Families Help Centre to learn more about the Storypark app.

Please note: Using Storypark through an internet browser instead of the app will give you more accessibility to all that is available for your child.

# Arrivals and Departures

For the safety and security of all children, arrival and departure times are closely supervised. The purpose of this is to minimise the risk of unauthorised persons attending the centre and collecting a child. It is also to ensure the safety of all children by preventing them from arriving or departing from the centre unsupervised.

## Arrival

- On arrival at the centre it is imperative that all families sign their child into the Arrival and Departure Kiosk. This is a **legal requirement** and a safety procedure that we rely on, should there be an emergency.
- Educators will acknowledge your arrival, and welcome both you and your child into the environment.
- We encourage you to support your child to place their belongings into their locker each morning, to assist them to feel a sense of belonging.
- Sunscreen is available in each room (or outdoors with the group). Please ensure you assist your child to put sunscreen upon arrival each day, remembering to take their hat and water bottle when playing outdoors.
- Please discuss any relevant information about your child for the day with an educator. If you are unable to talk to an educator or staff member, please enter the information into the family communication book located in each room.

## Departure

- Your child can only be collected from the centre by the parents/guardians listed on the enrolment record, along with any persons designated on the enrolment record as an authorised nominee. Any changes to this **must** be organised in writing prior to the occasion, in the form of completing centre authorised nominee documentation.
- Upon collecting your child, you will be greeted by an educator who can inform you about your child's day. Again, we encourage you to collect your child's bag collaboratively with them, supporting their sense of belonging in the environment.
- As per arriving, please ensure you sign your child out of the centre using the Arrivals and Departure Kiosk. This is a **legal requirement** and a safety procedure that we rely on, should there be an emergency.
- As parents, guardians and authorised nominees, you are responsible for your child as soon as the child leaves their room, and the front door of the centre. Educators aren't supervising outside of classrooms and playground areas.
- No information will be disclosed about your child, or given to anyone other than parents/guardians or authorised nominees that have been recorded on the enrolment form Parents, Guardians and Authorised Nominees **must have photo identification** with them at all times to confirm identity at any given time. Children will only be released to confirmed, authorised individuals.

# Food and Nutrition

Bumper Bears provides a nutritionally designed and balanced menu to ensure every child gets the most out of their day. All meals and food are prepared daily at the centre, by our centre Chef.

We provide a nutritious and tasty Morning Tea, Lunch, Afternoon Tea and late snack. The Menu is displayed in the kitchen area and is changed on a seasonal basis, as well as rotating every four weeks to ensure that children experience different menu items. We also encourage feedback from families on menu ideas.

If your child has any dietary requirements related to allergies, health, cultural or religious needs, please make these known during enrolment and as they become known. Our chef will make individual meals based upon their needs, reflective of what is on the menu as much as possible.

Bumper Bears will provide written information on child nutrition and will organise family information sessions on this topic from time to time. Please feel free to talk to the Director about any concerns or requests you may have.

No products containing nuts are to be brought into the centre. We will also update families as other allergens become known to cause risk to a child's health. We appreciate your support in ensuring all our children at Bumper Bears are safe and healthy each day.



## We are allergy aware

Educators will support all children in their meal times, encouraging children's independence and self-help skills, while ensuring each child receives appropriate food and fluids each day.

Children are encouraged to sit and eat during meal times for safety precautions. This may be at a table or in the form of a picnic style meal.

Any food handled by educators is done so with tongs or use of gloves.

Meals provided will be generally healthy, nutritionally balanced and free from excess colourings and preservatives.

The centre will maintain a clean and hygienic area for food preparation with hot and cold running water. No animals will be allowed in this area. Children will only be in the area when involved in cooking experiences, and when appropriate.



# Unwell children

If your child becomes unwell at the centre, educators will make them as comfortable as possible until they are collected. If educators determine or suspect they are serious enough to be sent home, a phone call will be placed to the parents/guardians to collect their child. If they are not contactable then the emergency contacts and authorised nominees will be contacted.

A child suspected of having an infectious illness shall not be accepted at the service. A child shall not be admitted following an infectious illness unless a Doctor's certificate or clearance is given or until the required time of isolation is elapsed.



If your child has been vomiting, or diarrhea, they must **be kept home for 24 hours** once vomiting or diarrhea has ceased, this is to help prevent cross contamination. During an outbreak of a reportable illness, this timeframe is increased to 48 hours based upon recommendations from the Public Health Unit. You will be advised if an extended exclusion period is put in place.

**Medication** can only be given to children if it is:

- a prescribed oral medication
- in its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date
- accompanied by a completed medication record, completed at the centre each day the child is requiring medication.



Medications can only be administered if the centers medication record is **completed in full**.

Medication is to be handed to the director or an educator. They will then store the medication in the fridge or a locked cabinet until it is required.

Panadol will only be administered with verbal permission and a signature on the enrolment form. Panadol will not be administered if child has no fever and is in no apparent pain.



Some conditions will require exclusion periods away from the centre to prevent cross-infection. \*Indicates a compulsory written medical clearance from a doctor must be received prior to returning to the centre.

Condition	Exclusion Period
Chicken Pox *	* Exclude for at least five days and until all blisters have dried
Conjunctivitis	Exclude until discharge has ceased.
Croup	Exclude until well
Diarrhoea	Exclude for 24 hours from LAST loose bowel motion
Hand foot and Mouth *	* Exclude until all blisters have dried
Head Lice	After notification, the child is not to return until active treatment has commenced and live lice have been removed from the hair.
Herpes (Cold Sores)	Children unable to comply with good hygiene practices should be excluded until the sores are dry. Sores should be covered where practicable.
High Temperature (Over 38)	Children will be sent home to rest for the day. If the child returns the following day and is sent home sick again with a high temperature, a 24-hour exclusion period will apply.
Influenza and Common Cold	Exclude until well
Mumps *	* Exclude for nine days or until swelling goes down
Ringworm	Exclude until 24 hours past treatment commencing
Rotavirus	Exclude for 24 hours from last Loose bowel motion and or vomiting
Rubella *	* Exclude until fully recovered or for at least four days from the onset of the rash
Vomiting	Exclude for 24 hours from last vomit
Whooping Cough *	* Exclude for five days after starting antibiotic treatment
Worms (Intestinal)	Exclude if diarrhoea is present

A list of contagious diseases and their exclusion periods are available from the Director and is contained in the centres' Policy & Procedure Manual displayed in reception.

# Accidents / Incidents

On occasion, your child may experience an accident or incident whilst at the centre. Obviously, we take all precautions to ensure that this does not occur, however, when accidents happen we have extensive procedures and training in place to respond appropriately, including;

- The centre will keep a first aid kit and manual in a secure place accessible to Educators but out of reach of children.
- At least one member of staff on duty will have a current recognised First Aid, Asthma & Anaphylaxis management certifications, including a current CPR certification.
- Staff will wear disposable gloves when administering first aid and when making any contact with body fluids.

In the event of an accident, staff will assess the situation and proceed as follows:

In the event of a minor accident - administer first aid as required and notify families of treatment by centre staff at time of collection. If deemed necessary, families should be contacted and treatment given in consultation with them.

In the event of a serious injury – contact a local practitioner/ambulance immediately and administer first aid if necessary. Then staff will contact the parent/guardian or the emergency contact number.

All injuries will be recorded in on an Injury, Incident, Trauma and Illness record. Families are required to sign their acknowledgement of the incident, and a copy will be kept in the child's records. Serious injuries will be reported to the Office of Early Childhood through the lodgment of an S101 form within 24 hours of the injury / incident occurring.

## Rest Time

Each room promotes a rest time where children are offered and encouraged to sleep and have restful activities. Some children may not need sleep, but will be encouraged to rest their bodies for a short period through resting or restful activities. Children who require a sleep outside of the daily flow will be accommodated as needed. It is our policy to work with families regarding sleep needs for their children. Where ever possible it is encouraged that children can sleep for at least 1 hour during the day to recharge their bodies. The service environment can be far more overwhelming than a home environment resulting in differing rest requirements for children. Please talk to the teaching team about your requests for rest for your child.

Babies in the nursery sleep on their own individual schedule. The service is "Red Nose" compliant and adheres to all 'Sids' recommendations around safe sleeping for infants and children.

# Toileting

Children are encouraged to use the toilet individually, and as they need it. During toilet training, educators will endeavor to support efforts made at home. Educators encourage children in all steps of maintaining good hygiene practices i.e. hand washing with soap and drying or wiping hands when complete, following our hand washing pictorial. Please feel free to discuss your child's individual needs with your educator. Hygiene is very important to us. Educators clean toilet and floor areas several times a day. Bathroom areas are always supervised by an educator.

# Photography

Throughout the year we will be taking photographs of the children engaging in various activities, and on special occasions. These photos can be used in documenting your children's learning, used in our daily documentation, on publications of special events, in marketing and social media. All families are asked at enrolment for permission to take and display photos. If a photo is to be used in marketing, permission will be asked each time a photo is used. Please make sure you have let the director and room staff know if you do not wish your child's photo to be taken or displayed.

# Child protection

Child protection is a serious issue in our society. We have a need, commitment and responsibility to protect the children in our care. It is essential to recognise and value the personal space of children, educators and families, taking into consideration cultural differences.

## **We believe that:**

- *Children have the right to safety and adequate standards of care and nurture.*
- *Adults have responsibilities for the protection of children in our society.*

Under Section 356 of the Children and Young People Act 2008, all of our educators are Mandatory Reporters. Children are our first priority in child protection issues. Whilst the team supports families, their primary responsibility is to protect children in their care. All educators and staff are aware of the procedure to follow in the case of suspected abuse or neglect. It is necessary to record and observe concerns noting physical and behavioral indicator – dates, times, actions, etc. Educators will maintain confidentiality at all times.

Educators will listen to and support families who may be experiencing concerns relating to child protection. The Director or an educator assist families to access agencies who can provide them with help in stressful times.

*Extract from Australian Institute of Family Studies.*

Child abuse and neglect refers to any behaviour by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person. Such behaviours may be intentional or unintentional and can include acts of omission (i.e., neglect) and commission (i.e., abuse).

Child maltreatment is commonly divided into five subtypes:

- physical abuse;
- emotional maltreatment;
- neglect;
- sexual abuse; and
- exposure to family violence.

#### Physical Abuse

A non-accidental injury or pattern of injuries to a child caused by a parent, caregiver, other adult or older adolescent. It includes injuries which are caused by excessive discipline, severe beatings or shakings, bruising, lacerations or welts, burns, fractures or dislocation, attempted strangulation and female genital mutilation. Sometimes these injuries can be fatal.

#### Emotional Maltreatment

Behaviour by a parent, caregiver, other adult or older adolescent which destroys a child's confidence resulting in significant emotional disturbances or trauma. This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

#### Neglect

The continued failure by a parent, caregiver, other adult or older adolescent, to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

#### Sexual Abuse

When an adult or someone else who is bigger or older than a child involves a child in a sexual activity by using their power over a child, or take advantage of a child's trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

#### Exposure to family violence

When a child is being subjected to deliberate or accidental violence, overhearing violence, intervening on behalf of a parent or other person, and experiencing the aftermath of violence, such as being cared for by a distressed or withdrawn parent.

### **Reporting**

Under the Education and Care Services National Law and Regulations, services are required to report the following to the Regulatory Authority if:

- A child has died or suffered a serious injury or
- The service becomes aware, or reasonably suspects, that harm has been caused to a child

## **Staff Training**

All educators and staff are trained and provided resources on how to recognise and respond to suspected child maltreatment situations including:

- Identifying the difference between physical abuse, emotional maltreatment, neglect, sexual abuse and exposure to family violence
- Why to report abuse
- Possible signs of the different types of abuse
- How to report abuse
- Which government departments are involved in reporting child abuse and what the agency will do.

---

*Remember! Child Protection is  
everyone's business.  
Educators must listen and  
acknowledge, verbalise and  
accept children's feelings.*

---

# What to Bring

We understand that getting out the door every day with your child can be challenging! To make life easier for our families, we provide Sunscreen, Wipes and Nappies across the service to all of our children. We also supply a linen service for our nursery. Please name all of your children's belongings. Day to day, your children will need:

- 2 x Changes of weather appropriate clothing
- 2 x pairs of underwear (If toilet training 5 x pairs of underwear and 5 pairs of pants)
- 1 x Bucket Hat / Broad Brimmed hat
- 1 x Water Bottle
- 1 x Fitted sheet set for the bed
- 1 x Clearly labelled backpack to keep belongings into.

In addition; children under 3 may need:

- Bottles – Breast Milk or Formula. Breast milk can be stored in the freezer or fridge. For formula bottles please bring the bottles with water pre-measured into them. Formula can be either pre-measured, or for full-time families a tin may be easier.
- Dummy or other comforter
- Barrier Cream clearly named

Please take your child's bag home each day; wash their water bottle and any bottles they have. Hats should be washed weekly.

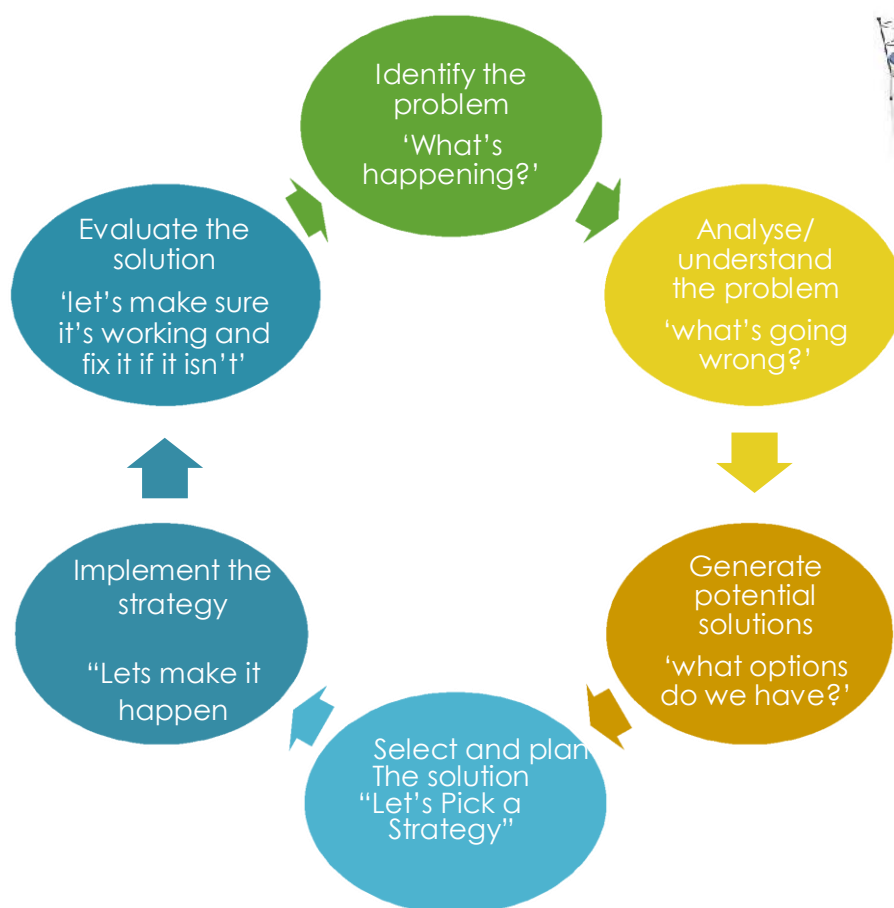
# Solving Problems

From time to time, there may be an issue or a concern that you would like to gain further clarification, on or discuss further. Please know that we are always available to discuss any issue with you. For example, we can arrange a private space at the Centre, we can talk on the phone while you are at work or arrange a suitable time.

It is preferred that you approach the educators and team in the room about issues you may have, however, at any time, you are welcome to raise any issues or concerns with the centre Director or our Centre Manager.

Current and up to date information regarding our grievance process and contacts can be found displayed in the foyer area of the centre.

Confidentiality and professionalism is assured at ALL TIMES.



# Fee Schedule

Bumper Bears Early Learning Centre aims to provide a quality service to families at an affordable price.

Room Name	Ages	Fees
Nursery	6 weeks to 2 years	\$98.00 per day or \$460/week
Toddlers	15 months to 3 years	\$98.00 per day or \$460/week
Jnr Kindy	2 – 3 years	\$94.00 per day or \$440/week
Snr Kindy	2 ½ - 3 ½ Years	\$94.00 per day or \$440/week
Preschool	3 years – 6years	\$94.00 per day or \$440/week

*Fee Notes: When a child is booked in but does not attend, the usual fees apply, including public holidays, absent days due to sickness or holidays.*

Upon enrolment, you will be asked if you will be paying on a weekly or fortnightly payment schedule. **If you will be paying weekly, the first TWO weeks of fees is payable** immediately, via eftpos. **If you will be paying fortnightly the first THREE weeks of fees become payable** via eftpos. Accounts must be kept one week in advance at all times.

## Payment Methods

### Fees are paid one week in advance.

Fees can be paid by Ezi-Debit (Direct Debit) & Centrepay. You will be issued with a statement on a weekly basis via email on the first day of the week detailing your charges, current status of your account, CCB information and receipt details for any payments made.

### Child Care Benefit

Application forms are available from your local Family Assistance Office (FAO) or by calling 13 61 50. It is your responsibility to ensure that your forms are correctly filled out and lodged with your local FAO office before the expiry date. Any period of fees not covered by CCB will incur payment of full fees. All children must be fully up to date with their immunisations, to be eligible for Child Care Benefit.

### Absent Days

Parents are required to pay for all days their child is absent, including public holidays and days your child is ill.

Centrelink allows you to claim 42 days per year without having a reason. If you use over your child's 42 allowable absences, you will be charged the full fee as Centrelink will not provide subsidies for any absences over 42 days. To find out what counts as "allowable absences" please see the Director.



**Absent Days cont.**

If your child is absent due to illness and has a Doctors certificate this will not be taken off your child's 42 Allowable Absence days. To claim this you must provide a Doctor's certificate to us within two (2) working days of the child being off ill. Public holidays, holiday days and absences due to illness where a medical certificate is not received all count towards your allowable absences tally.

**Holiday Rate**

The centre has a policy wherein each enrolled child is entitled to two weeks of holidays at half rate per calendar year. To be eligible for this reduced rate, children must be absent from the centre during the period the half rate reduction is claimed, and the children must not have already used their allocation of two weeks in the calendar year. To check if you have any allocation left, please see the director.

**Extra Care Days**

For children that are not attending the centre full time extra care days may be available when irregular vacancies occur from time to time. If you would like to be notified of any available extra days please provide you details to the Director.

All additional care days are charged at the full rate, and fees are payable in the next billing cycle. Please be aware of how many hours Centrelink has allocated toward your child care benefit, to ensure you are covered before utilising additional days. Any charges at full rate still apply. Note: These days arise on an ad hoc basis and it can be difficult to predict when a vacancy may occur during any given timeframe. The centre does not guarantee those extra days will be available. They are given only when appropriate and available.

**Late Fees**

The centre is staffed until 6:00pm. If a parent is late collecting the child, late fees will apply. Currently a late fee of \$15.00 for every 15 minutes of part thereof per child, applies and is payable immediately.

**Outstanding Fees**

It is important that your fees are kept up to date. If your account goes into arrears for 14 days or more your child's place may be cancelled and we cannot guarantee there will be a vacancy when the account has been paid. If you have a problem with payment of your fees, please talk to the Director as soon as possible so alternative arrangements may be discussed.

**Termination**

If you are withdrawing your child from the centre, we require two weeks written notification. This notification must be handed to the Director. Please see the director regarding earlier termination on compassionate grounds.

# Communication

At Bumper Bears, we will communicate with you in various ways, depending on the urgency of the communication, and your preferred methods. Generally families can expect the following:

1. Centre events, activities and reminders etc will be advised through the centre Facebook page, emails and Story Park.
2. Centre policies, staffing information, Current Fee schedule and industry information will be advised via noticeboards in the foyer area
3. Bi-Monthly, a newsletter will be email to you, outlining an update of centre events, activities, movements in the centre and other relevant information
4. Any concerns directly related to your family will be communicated in writing and emailed to you. This may include invoices etc.
5. Information related to individual rooms will be posted on Story Park, and on the door to each individual room.
6. Each room will engage in project work throughout your child's learning journey, and regular learning stories. Please keep an eye out for these within their rooms as we love to have learning visible for both families and children.
7. Each room will complete a daily reflection, including an evaluation of the day's learnings and activities, and will include photos of children engaged in their play and learning.
8. Each room displays art and creative expression pieces the children have completed and can a story into their learning.
9. Written documentation is completed and maintained for each child's learning, both as an individual and as part of a group. These are documented through your child's individual learning journey on Story Park. (This is where we also seek feedback from you as their family about learning and experiences that are occurring outside of the centre)
10. Face to face communication. Talk with your child, talk with us, talk with other families. Let's share what's happening in your child's learning and their life!

# Further communication...

Further communications can and will occur for specifics such as;

- What your child ate and drank today (recorded daily).
- Rest/sleep times (recorded daily).
- Medication requirements (requires medication instructions and formal documentation from doctor/pharmacist). A signed form is required for administration of medications.
- Individual dietary needs/allergies etc.
- Religious/cultural observances.
- Special events (e.g. visiting community members, special events for children, group excursions etc.).
- Behaviour guidance plans.
- Any changes to our Centre Philosophy.
- Quality Improvement Plans (as per the National Quality Framework) are also available upon request.



# Policy & Procedures

Bumper Bears has a full set of policies and procedures that provide guidance in the management and operation of the centre. The policies and procedures are vital to the centre and are developed with the input and participation of staff, families and children. A full copy of all policies is displayed in the reception area for viewing by family members. We also have some loan copies for families and encourage you to take home and review them. Please see the Director if you would like to organise a loan copy to take home. You can also see these policies on Story park.

Policies and procedures are reviewed on an ongoing and regular basis and we encourage feedback and suggestions from families at any time. When formal reviews of policies are due we ask families to volunteer to participate in the review process. We will put this information up on our Facebook page, and up in our foyer, we appreciate all feedback from our families.

If a policy changes that is linked to the below areas, all families will be given 14 days' notice of changes to the policy, this notification will be placed in the foyer area

- health and safety, including matters relating to—
  - nutrition, food and beverages, dietary requirements; and
  - sun protection
  - water safety, including safety during any water-based activities
- the administration of first aid;
- incident, injury, trauma and illness procedures complying with regulation 85;
- dealing with infectious diseases, including procedures complying with regulation 88;
- dealing with medical conditions in children, including the matters set out in regulation 90;
- emergency and evacuation, including the matters set out in regulation 97;
- delivery of children to, and collection of children from, education and care service
- premises, including procedures complying with regulation 99;
- excursions, including procedures complying with regulations 100 to 102;
- providing a child safe environment
- staffing, including—
  - a code of conduct for staff members; and
  - determining the responsible person present at the service; and
  - the participation of volunteers and students on practicum placements;
- interactions with children, including the matters set out in regulations 155 and 156;
- enrolment and orientation;
- governance and management of the service, including confidentiality of records;
- the acceptance and refusal of authorisations;
- payment of fees and provision of a statement of fees charged by the education and care service;
- Dealing with complaints

# Families and Community

## Families



Families come in all different sizes, shapes and colours. There are no 'one size fits all' solutions here- each child and each family is treated as an individual... with their own culture, expectations and desires... Just tell us what they are!!

We have a clear policy of inclusiveness. Each child is treated as an individual – with a unique background and family environment.

**Some great links to website for support and resources**

ACECQA Australian Children's  
Education and Care Quality Authority  
Phone: 1300 422 327  
[www.acecqa.gov.au](http://www.acecqa.gov.au)

## Community Support

Here's some helpful contacts that may assist you....

Family Assistance Office (FAO)  
Phone: 13 6150 or 13 1202 for  
information in languages other  
than English  
[www.familyassist.gov.au](http://www.familyassist.gov.au)

Raising Children Network  
[www.raisingchildren.net.au](http://www.raisingchildren.net.au)

Aussie Childcare Network  
[www.aussiechildcarenetwork.com](http://www.aussiechildcarenetwork.com)

Department of Families, Housing,  
Community Services and Indigenous  
Affairs  
[www.fahcsia.gov.au](http://www.fahcsia.gov.au)

**Department of Local Government and  
Communities, Education and Care**

**Brave Hearts**

**Phone:** 07 5552 3000 or 1800 272

831

<http://www.bravehearts.org.au>

/

**Life Line**

13 11 14 – Crisis Support

<https://www.lifeline.org.au/Get-Help/Facts---Information/Lifeline-Services/Lifeline-Services>

**Kids Help Line**

1800 55 1800 & <http://www.kidshelp.com.au/>

**eHeadspace**

1800 650 890

<https://www.lifeline.org.au/Get-Help/Other-Services/eHeadspace/eheadsplace>

**Mens Line Australia**

1300 78 99 78 & <http://www.mensline.org.au/>

**Kids Matter** <http://www.kidsmatter.edu.au/families>

<https://www.facebook.com/KidsMatterForFamilies>

**Autism Spectrum Australia**

1800 277 328 & <http://www.autismspectrum.org.au/>

**Triple P**

3236 1212 & <http://www.triplep-parenting.net/glo-en/home/>

**Relationships Australia**

1300 364 277

<http://www.relationships.org.au/> & <http://www.raq.org.au/>

**Counselling online (Free drug & alcohol counselling)**

1800 888 236 & <http://www.counsellingonline.org.au/>

**Al-anon Family Groups (Drug & Alcohol support)**

<http://www.al-anon.org/australia/>

**Australian Breastfeeding Association** - <https://www.breastfeeding.asn.au/>

1800 686 268