



BUNBURY BAPTIST COLLEGE
EARLY LEARNING CENTRE

Parent Handbook

Bunbury Baptist Early Learning Centre

133 Norton Promenade, Dalyellup, WA, 6230
(Entry via Wake Drive)

PH: 97900022

elc@bunburybc.wa.edu.au



Bunbury Baptist Early Learning Centre Philosophy

At Bunbury Baptist Early Learning Centre, we recognise the integral stage of development between the ages of birth to six years. We promote the following values to ensure high quality learning experiences are provided for each child in a safe, caring, nurturing and respectful environment. By creating a feeling of acceptance and sense of belonging, we provide an environment which enables each child to feel safe and secure. Children are viewed as competent and capable learners who naturally question and interpret the world around them. Our educational focus is on individual strengths and needs of each child whose imaginations are nurtured and valued providing a variety of opportunities through art, dance, re-creating stories, dress-ups, discussions providing rich environments for children to express themselves.

Our professional Educators and Teaching staff, have a deep commitment to excellence in education and in the Christian faith. We believe every child should have a strong sense of well being and to provide meaningful learning experiences which encourages engagement and exploration developing a love for learning and a high degree of participation and involvement.

We believe that our Centre plays an important role in meeting the needs of children, families as well as the local community. We offer daily opportunities to encounter many types of materials, cultures, working actively with hands, minds and emotions paying attention to all aspects of each child's physical, personal, social, emotional and spiritual well being. Indoor and outdoor experiences are provided in small and large group situations catering for each child's individual development and current interests of the group or an individual child. We recognize the value of spontaneous and intentional play led by children and educators in everyday activities and learning experiences enabling further growth and development.

We are a sustainable centre and strongly promote sustainable practices throughout our Centre. We teach children to take care of our environment. Outdoor nature is fundamental for children's wellbeing. Connecting with the natural environment and promoting care for the earth provides children with the knowledge and skills to understand sustainable practices.

Our programs also reflect the full appreciation of Australia's multicultural society, enhancing children's awareness of, and respect for, cultural differences and similarities. Our programs are designed to help your child in developing all areas for success now and in later years and to equip them with the necessary tools to deal with life and learn about community awareness and their own place in the community. Educators respect the diversity of others when assisting children in developing their own identities.

Collaborative partnerships with families are the foundation of positive outcomes for children's early childhood education. Bunbury Baptist Early Learning Centre endeavours to create a

"family-like" atmosphere and recognise the importance of creating a link between home and the Centre, where both parents and educators work in partnership to develop the child as a whole in a mutually supportive and caring environment. Children and parents are welcomed into the Centre regardless of culture, religious and family beliefs and our educators are sensitive to and respectful of these practices. We aim to inspire children by creating an environment where children feel they belong, to be themselves and to become the individual person they are.

Bunbury Baptist Early Learning Centre Goals

- We will provide a warm, nurturing and safe environment that is tailored to each individual child and families needs
- We will endeavour to settle each child happily and contentedly into the groups and program of the centre
- We recognise the value of play on learning and development and offer a play-based curriculum
- We will provide an inclusive program enhancing the children's awareness of, and respect for cultural differences and similarities and the role all people can provide to the community and / or the centre
- We value each child as an individual and that they have unique capabilities providing an atmosphere to enable growth and development
- We offer a Christian environment and encourage parental participation and input at all times, whilst respecting individual lifestyles, values, beliefs and opinions
- We will provide high quality professional, caring and enthusiastic educators who will nurture each child's learning, thinking and development

We follow the Early Years Learning Framework (EYLF) for Australia. The framework conveys the highest expectations for all children's learning from birth to six years and through the transition to schools. To achieve this we strive to meet the Learning Outcomes set out in the EYLF:

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

The Centre

Bunbury Baptist Early Learning Centre (BBELC) is excited that your family is a part of our unique centre and would like to welcome you. Our motto is to 'Inspire and Belong'. Inspire your child to grow and learn through play and activities and belong to a unique centre that promotes Christianity, identity, building relationships, acceptance of all children and involved in a happy fulfilling atmosphere.

We encourage parents to be involved in the centre and also to offer opinions on how to improve. We believe that a happy centre is having a good partnership with all families and achieving the best care for your child/ren. We are part of a fantastic community and are using the local community's resources for excursions and activities. Community feedback is also of importance as we hope to grow and improve in the centre.

The centre has parking bays at the side of the building for families to access the entrance to the centre.

Staff

The Manager of the Service is Kirsty Le Cornu

Our centre is divided into three groups, the Babies, the Toddlers and the Kindy Room.

Babies Room – Ratio set by Government – 1:4 **Our ratio 1:3**

Toddlers Room –Ratio – 1:5

Kindy Room –Ratio – 1:10

Qualified Early Childhood Teacher: Sarah Van der Merwe

All Qualified Leaders have Diploma in Children's Services or an Early Childhood Teaching Degree.

All Assistant Educators have their/or studying Certificate III in Children Services or equivalent.

Operating Hours and Fees

6.30am – 6.00pm Monday – Friday

Full fees below, government tax rebates will reduce fees if eligible (see MyGov for further information).

The Centre is closed on Public Holidays and parents will not be charged for these days.

Babies 0-2 yrs

Toddlers 2-3yrs ALL Full Day \$95.00, Half Day Fee \$60, Two hour fee \$30

PreKindy 3-5yrs PreKindy session 9am-12pm \$35

Session times:

- PreKindy: 9.00am-12.00pm
- Half day: 7.00am-12.30 / 12.30-6.00pm
- Two hourly session between the hours of 7am-12pm & 3.30pm-5.30pm

We have a late fee \$3 per minute after 6:00pm and this will not include any child care subsidy and is payable on the day.

Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction.

Families are required to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

Absent Days - please notify the centre if your child is unwell or will be absent. The sign in/out book will still need to be signed on your return. Absences must be paid for. Each financial year the Department of Human Services will pay your child's CCS entitlements for the first 42 absence days. These absences can be for any reason including public holidays. A child will not be allowed to have CCS if they end on absent days – this will be full fee. Families cannot swap days when they are contracted as this is their permanent booked day.

Fees need to be paid 2 weeks in advance and are not to exceed \$200. Two weeks' notice is required when exiting the centre permanently. Care will be ended immediately if fees exceed \$200.

Christmas Holidays - the Centre will shut over the Christmas period and the dates of closure are finalized in July, parents will **not** be charged for this time.

Please provide:

- Morning Tea
- Lunch (we promote healthy eating practices)
- Afternoon tea
- Water bottle (no juice please)
- Two changes of clothes or more if toilet training
- Nappies, bottles, breast milk or formula
- Wide brimmed hat and own sunscreen if allergic to certain sunscreens

PLEASE ENSURE ALL BELONGINGS ARE LABELLED CLEARLY WITH YOUR CHILDS NAME

BBELC is an Allergy Aware centre, this means that we may have children that attend the centre that have allergies to certain foods such as nuts. We work with parents to ensure that all allergies are acknowledged and the appropriate procedures are in place. **No nut products please.**

Regulatory Authorities

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

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

Education and Care Regulatory Unit

Address: 111 Wellington St, East Perth WA 6004

Phone: (08) 6551 8333

Email: ECRU@communities.wa.gov.au

Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

Address

Health

Telephone/mobile numbers

Contact details

Family changes

Emergency contact information details etc.

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

Goals for your Child

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

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

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

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

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

Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school. We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

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

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

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are

children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

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

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

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

Outcome 1: Children have a strong sense of identity

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self-identities

Children learn to interact in relation to others with care, empathy and respect

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

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

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking

Parent Participation

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

FAMILY SKILLS, INTERESTS AND TALENTS

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

YOUR OCCUPATION OR HOBBY

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

YOUR HOME CULTURE

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

READING (ESPECIALLY GOOD FOR GRANDPARENTS)

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

RECYCLABLE ITEMS

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

SUGGESTIONS

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

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

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them

to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

Develop strong bones and muscles,

Improve strength and balance

Develop Flexibility and coordination

Develop Fundamental Movement Skills

Develop spatial awareness

Develop mathematical concepts

Be confident as they learn to control their bodies and understand their limits

Learn to cooperate and share with others

Promote healthy growth and development

Rest and Sleep

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

Grievance Procedure

BBELC wants you and your child to have a positive experience at the centre. It is every parents right to voice any concern and be listened to. Solutions are always sought to resolve any issues, concerns or disputes in a prompt and positive manner. BBELC is here to help and promote a happy positive environment. Please approach a staff member, or, if you feel that the situation isn't resolved, please approach either the director. If you still feel as though the situation hasn't been resolved you can contact the Education and Care Regulatory Unit on 08) 6551 8333. Please see front entrance with policy on Grievance Procedure for Parents.

Appropriate clothing

During the day your child will participate in various activities so it is important that they are dressed in appropriate clothing. Please remember to bring a change of clothes and a sun safe hat every day.

Attendance

It is a legal requirement to sign in and out each time they attend the centre and also must be signed if you will be absent. Absent days are charged as normal, public holidays will not be charged.

Behavior Management

The centre focuses on promoting positive behavior through encouragement, safe environment with educational and fun activities. At no time will a child be physically disciplined.

Collection of children

We will only allow the people on the enrolment form to collect the child/ren. If the person is not known to staff then photo identification must be shown. The centre must be notified if you want to add/change people authorized to pick up the child.

Emergency/Evacuation

An emergency/evacuation plan is on the wall in each room. Please read these. The centre conducts a fire drill every three months to ensure the children are ready if an emergency was to occur. If you are at the centre and a fire drill is happening, you are legally required to participate in this procedure.

Hygiene

Hand washing is thoroughly practiced at the centre. Please wash your hands or sanitise on arrival and departure to stop the spread of germs. If your child is ill please do not send your child to the centre as we are promoting a healthy, happy environment. If your child is showing signs of illness or infection, you will be contacted and the child will be sent home. The centre may require a doctor's certificate on return. If there is an infectious disease in the centre, a notice will be displayed in each room.

Sick Children

Management of unwell children; We follow the Staying Health In Child Care (5th Edition) you can download too:

Sick children, as defined below, cannot be admitted to the centre to safeguard the health of other children and staff members:

Exclusion criteria

A child who has any of the following symptoms cannot be admitted to the centre:

- ear, eye or clear or coloured nasal discharge that has to be continuously wiped and showing signs of illness
- an undiagnosed rash
- high temperature (see High Temperature Indicator below)

- infectious sores or diseases (children need a Doctor's clearance before re admittance)
- vomiting and/or abnormally loose bowel actions for that child (exclude for 24 hours after last bout)
- any obvious signs of ill health (children with asthma –obvious difficulty breathing, barking cough, rib retraction etc.).

Medication

If your child requires medication than please fill out a medication form detailing all the information and also a signature. The medication administration form must be completed as per dose basis and signed by the caregiver. You can collect the medicine at the end of the day. Please remember not to leave creams, medication etc in your child's bag. Risk management plan or an action plan may need to be filled out with your doctor if your child suffers from a certain condition.

Priority of Access

Children are categorized in priority for access into the centre under federal law

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

Priority 2- working parent

Priority 3- any other child

Sun safety

The centre promotes sun safe behavior ensuring sunscreen and a hat is worn to protect from harmful UV rays. Please supply your child with a wide brim hat or legionnaire and apply sunscreen on arrival.

Termination of Care

If you do not need your child's position at the centre anymore **two weeks' notice** will need to be given. Please also fill out the feedback form as to why you no longer need care. Your feedback is important. You will not get child care benefit if your child ends on an absent day and you will be charged full fee.

Payment of Fees

The preferred and easiest way to pay your account is by direct deposit into our account. We also have eftpos facilities available in the office.

Account:

Bunbury Baptist Early Learning Centre

Commonwealth Bank

BSB: 066019 A/C: 10073050

Centre Staff

We have permanent staff in each of our rooms to ensure your child enters a familiar environment each day. At times when staff are on leave we employ regular relief staff and their photo will be viewed on the front of your child's room.

If you have any concerns we ask if you could please come and speak to our Manager, Kirsty Le Cornu.

Bunbury Baptist Early Learning Centre

Ph: 97900022

elc@bunburybc.wa.edu.au

Example lunch box:



What food to pack your child for a busy day at our Service

It is expected that we see your child consume 50% of the RDI at the Service.

RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
Girls and boys 1-2 years	2-3	0.5	4	1	1-1.5	0
Girls and boys 2-3 years	2.5	1	4	1	1.5	0-1

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and your responsibilities to the Service.

I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

FAMILY NAME	
PARENT NAME	
CHILD/REN'S NAME	
PARENT SIGNATURE	

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.

