

Wynnum Family Day Care & Education Service Policy and Procedure Manual

TABLE OF CONTENTS

About Wynnum Family Day Care & Education Service	3
Philosophy	5
Administration of Medication	7
Assessment of Family Day Care Educators	8
Registration of Family Day Care Educator Assistants	9
Assessment, approval and reassessment of Family Day Care Residences and Venues.....	11
Child Protection and Mandatory Reporting	12
Code of Conduct	13
Code of Ethics	15
Dealing with Complaints.....	16
Dealing with Infectious Diseases	18
Dealing with Medical Conditions in Children	20
Debt Management.....	21
Delivery and Collection of Children	22
Educational Program & Practice	23
Educator Leave and International Leave Notification	24
Emergency and Evacuation	25
Enrolment and Induction.....	27
Excursions and Outings.....	28
Fit and Proper Assessment of family day care educators, family day care educator assistants and people living at family day care residences.....	29
Food Safety and Food Handling.....	30
Fraud or Misleading Information.....	32
Governance and the management of the service, including confidentiality of records.....	33
Grievance Procedure	35
Incident, Injury, Trauma and Illness including the Administration of First Aid	37
Inclusive Practice	39
Interactions with Children	41
Monitoring, Support & Supervision of Family Day Care Educators	42
Nutrition, Food and Beverages, Dietary Requirements	43
Participation of Students & Volunteers.....	44
Payment of Service Levies to the Education & Care Service	45
Privacy (including Social Media)	46



Wynnum Family Day Care & Education Service Policy and Procedure Manual

Providing a Safe & Suitable Physical Environment.....	47
Provision of Information, Assistance & Training to Family Day Care Educators.....	48
Recruitment of Staff	49
Register of Family Day Care Educators.....	50
Registration of Family Day Care Educators	51
Sleep and Rest	52
Sun Protection	53
The Acceptance and Refusal of Authorisations.....	54
Visitors to Family Day Care Residences and Venues	54
Waiting List	55
Water Safety	56

About Wynnum Family Day Care & Education Service

DATED: September 2020

HOW TO CONTACT US

All enquiries should be directed to a Coordinator at the Wynnum Family Day Care & Education Service

Address: Wynnum Community Centre
105 Florence Street, Wynnum QLD 4178
Ph: (07) 3393 4311
info@wynnumfdc.org | www.wynnumfdc.org

Service Hours: 8.00 am – 4.00 pm Monday – Friday
Appointments available outside office hours

Approval Number: SE-00000803
Conditions: The approval is granted subject to the conditions
as prescribed in National Law Section 51

Service Staff:

Cathy Bavage
Manager; Nominated Supervisor
Adv. Dip. Childcare and Education
Dip. Childcare and Education
Dip. Business; Dip. Business (HR)
Certificate IV in Training and Assessment

Lisa Meyer
Educational Leader
Bachelor of Teaching, Early Childhood
Cert. IV in Training and Assessment
Dip. Business Management

Natasha Staal
Innovation & Technology Coordinator
Assoc Dip. Business Management
Dip. Children's Services Early Childhood
Cert. III Childcare and Education
Cert. IV in Training and Assessment

Debbie Joyce
Inclusion & Community LINKS Coordinator
Dip. Community Services
Adv Dip. Children's Services

Tammy Graham
Operational Services & Support
Cert. III Children's Services Early Childhood
Cert. III Education Support
Cert. IV in Training and Assessment

Rochelle Chisholme
Contracted BAS Agent
Cert. IV in Financial Services
Commissioner for Declarations
Diploma of Accounting
Studying Bachelor Business and commerce

Approved Provider: Community Childcare Inc.
PO Box 151 Wynnum QLD 4178
President: Tammy Graham

Approval Number: PR-00000166
Conditions: Nil

Regulatory Authority: Early Childhood Education & Care
Department of Education and Training
Level 2, Block A, 643 Kessels Road, Upper Mount Gravatt
Private Mail Bag 250, Mansfield DC QLD 4122
Phone 3028 8063

EARLY CHILDHOOD EDUCATION AND CARE LEGISLATION

The 'National Quality Framework for Early Childhood Education and Care', it has been designed to help children across Australia have the best possible start in life. The NQF is about ensuring services are of the highest possible quality for a child's optimum development and provides families with the right information to help them make informed choices. The legislative framework consists of the Education and Care Services National Law and the Education and Care Services National Regulations. More information can be found at www.acecqa.gov.au.

Family day care educators are monitored and supported by the service's coordination unit. The number of children who can be educated and cared for in a family day care environment includes 4 children under school age (including the educator's own children) and 3 children of school age (including the educator's own children).

WHO OWNS WYNNUM FAMILY DAY CARE & EDUCATION SERVICE?

Wynnum Family Day Care & Education Service is a not for profit community-based family day care service. The approved provider of Wynnum Family Day Care and Education Service is Community Childcare Incorporated. This association is managed by a voluntary Management Committee, which accepts overall responsibility for the Education and Care Service, ensuring that the Education and Care Service meets the needs of the local community and can respond with flexibility to changing needs

THE ROLE OF THE COORDINATION SERVICE

The coordination unit is central to the operational functioning of the Education and Care Service, supporting the provision of quality education and care. The coordination unit is the point of contact, registration, referral, resourcing, monitoring and support for parents and educators. Coordinators support educators in curriculum decision making, planning for children's learning and development and in their interactions with families and children. The coordination unit works in a close partnership with educators to ensure they uphold organisational values and meet requirements set by government legislation. The coordination unit supports educators to participate in ongoing professional development on a range of topics relevant to children's development and learning. The coordination unit also administers government childcare subsidies on behalf of eligible families. Within the coordination unit, team members manage individual programs.

Philosophy

Date: 20 May 2019

Shared Vision

Quality outcomes for children – every child, every day in care

(Developed in collaboration with all stakeholders of our service, valuing all opinions, cultures, and beliefs)

Purpose and Principles

To be a leader in delivering a high-quality early childhood education and care. We ensure that the service aligns with the guiding principles within the National Quality Framework and the Approved Learning Frameworks, implemented to benefit all of our stakeholders including children, families, educators, staff, service management and key community stakeholders.

Early Childhood Australia's Code of Ethics guide and lay the foundation for Wynnum Family Day Care's principle of commitment to respect, and enables the rights and dignity of children, families, colleagues, and communities to always be valued. Wynnum Family Day Care strives to ensure that these principles are used to ethically guide our decision making in relation to social justice and our social responsiveness to our community and its members.

We do this by:

- putting the rights of children first
- adhering to the National Quality Framework which includes the National Law and Regulations that govern the legislation and operation of services
- offering an individual approach to care and learning, and maintaining the principles, practices and outcomes of the approved learning frameworks; Belonging, Being, Becoming – The Early Years Learning Framework for Australia, and My Time Our Place – Framework For School Age Care In Australia
- prioritising children's growth and development through secure, nurturing relationships and sharing high expectations for children's learning as guided by The National Quality Standard.
- regularly engaging in practical and critical reflection on program and practice and seek high quality professional development that can provide pedagogy influence to enable educators to challenge their beliefs and practice.
- recognising and respecting the parent/carer/child relationship in all interactions and valuing families as children's earliest and most influential educators.

Values

Wynnum FDC values respectful relationships, honesty, inclusive practices, and ethical decision making.

We achieve this by our commitment to:

- building relationships based on compassion, understanding and prioritising face to face interactions, active listening, and honest communication
- collaborative decision making through advisory and management committees
- a progressive attitude and up to date knowledge of the industry
- advocating for children, Educators, families, and staff
- ensuring that our communication respects and reflects diverse practices, values, and beliefs
- including perspectives of Aboriginal and Torres Strait Islander peoples and the many other cultures represented in our community

Aims

To provide quality affordable, safe, home based care in a supportive environment in which children, parents, Educators, co-ordination unit staff and licensee enjoy trust and show respect for each other, thus enabling all to achieve their potential as contributing members of a caring society.

Objectives

- To provide quality, affordable, safe home-based care.
- To provide a service, which reflects the diverse nature of our society and meets the individual needs of children and their families
- To operate an education and care service which is supportive of both families and Educators
- To provide a flexible service that can offer full time, part time, weekend, shift work, casual, and emergency care, and before and after school care when possible.
- To promote understanding, tolerance, and mutual respect for all service participants through communication, education, and training.
- To involve users and the local community in the planning, management, and integration of the Service.
- To promote co-operation between the Service and other community agencies by the creation of useful networks.

Administration of Medication

DATED: April 2018

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Kartelo Law

POLICY

Families requesting the administration of medication will be required to follow the guidelines developed by the education and care service to ensure the safety of children and educators. The education and care service will follow legislative guidelines and standards to ensure the health of children, families and educators at all times.

PROCEDURE

Medication is not administered to a child being educated and cared for by the service unless:

- A Medication Permission Letter is completed by the parent/guardian or a person named in the child's enrolment record as authorised to consent to administration of medication, giving permission for a child to be given prescription and /or over the counter oral and / or topical medication
- The parent/guardian must be able to confirm that any medications supplied have been administered / applied to the child previously and that there has been no adverse or allergic reaction
- Any prescription medication and any over-the-counter oral medication will be recorded on the Medication Administration Record and completed as per the fields on the record.
- The medication supplied or to be supplied for administration or application will be supplied in its original container labelled with the child's name, expiry date and instructions
- A Medication Information Sheet is available as a guide to assist parent/guardians and educators to list all over-the-counter medications that may be supplied for use while children are in care.

In case of an emergency, administration of medication is authorised if verbal consent is obtained from a parent or person named in the child's enrolment record as authorised to consent to administration of medication. If this person cannot be contacted, a registered medical practitioner or medical emergency services can provide verbal consent.

Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency.

If medication is given with verbal consent from a medical practitioner, medical emergency services or in the case of an asthma or anaphylaxis emergency, the parent must be notified as soon as practicable.

Reviewed October 2018

Assessment of Family Day Care Educators

DATED: July 2016

REGULATION: 163, 169 (2) (e)

STANDARD: 7.1

SOURCED:

- Tere Vaka, Organisational Psychologist, Queensland
- Kartelo Law
- Penny Gordon and Associates (Psychologist)
- Education and Care Services National Law (Queensland)
- Education and Care Services National Regulations

POLICY

Wynnum Family Day Care & Education Service will provide a fair, ethical and transparent process for the recruitment and selection of educators.

The service requires Educators to have obtained a Cert III in Children's Services and have Early Childhood sector experience.

PROCEDURE

- An initial assessment of all applications is conducted to determine suitability to proceed
- A one on one conversation is undertaken to discuss specifics about the service including culture and philosophy as well as gathering information about the individual applicant.
- A series of interviews are conducted where the applicant and team exchange further information to determine the applicant's capacity to succeed as an Educator.
- Upon being successful the applicant will begin the orientation training program.

Reviewed October 2018

Registration of Family Day Care Educator Assistants

DATED: October 2018

REGULATION: 154, 169 (2) (h)

SOURCED:

- Tere Vaka, Consulting Psychologist Queensland
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Kartelo Law
- Australian Children’s Education and Care Quality Authority

POLICY

The engagement of an Educator Assistant can only be undertaken to assist a family day care educator in providing education and care to children as part of the service in circumstances outlined in Regulations.

This role will only be considered if it is deemed necessary to providing quality outcomes for all children in the care environment.

An Educator Assistant does not constitute as an employee and cannot be reimbursed financially.

Educator Assistants can only be engaged in the following circumstances

- To transport children between the family day care residence and
 - To a school
 - Another education and care service
 - The child’s home.
- In emergency situations including when primary educator requires urgent medical care or treatment.
- Enable primary educator to attend an appointment (other than a regular appointment), ***in unforeseen or exceptional circumstance if***
 - The absence is for less than 4 hours
 - The approved provider has approved that absence
 - Notice of that absence has been given to the parents of the child(ren).

PROCEDURE

The following procedures will be followed:

- An educator may nominate a prospective educator assistant.
- Written consent from all families in care must be provided as part of the application process.
- A prospective educator assistant must undertake an interview, complete an application form, attend specific educator assistant training, and sign an Agreement form.
- The applicant will be considered once the registered educator has been working for 12 months and the applicant has spent considerable time in the presence of Family Day Care clients.
- An educator assistant must have a **current**
 - HLTAID004/HLTAID012 Provide an emergency first aid response in an education and care setting certificate
 - Anaphylaxis and Asthma management certificate
 - Provide CPR certificate

- A positive notice – Working with Children Check
- An educator assistant must
 - Undertake child protection training
 - Have a working knowledge of health and safety procedures including but not limited to fire safety, food safety, behaviour management and car safety.
- An educator assistant is to be listed on the educator's registration certificate and information about the educator assistant to be maintained within the educators file

Assessment, approval and reassessment of Family Day Care Residences and Venues

DATED: October 2018

REGULATION: 116, 169 (2) (a)

STANDARD: 2.3

SOURCED:

- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Kartelo Law

POLICY:

The approved provider conducts an assessment (Including a risk assessment) of each residence and venue of the service before education and care is provided to children and further assessments are conducted at least annually.

PROCEDURE:

The suitability of each residence and venue is determined upon completion of the Educator Environment risk assessment document.

The educator must advise the approved provider of any proposed renovations, acquiring a pet, additional adult occupants or changes to the residence or venue in which the education and care service operates .

VENUE SPECIFIC INFORMATION:

A Family Day Care service may operate at a venue only in exceptional circumstances and if approved by the Regulatory Authority (Section 50A)

Child Protection and Mandatory Reporting

DATED: July 2017

SOURCED:

- Department of Education and Training
- Education and Care Services National Regulations
- QLD Govt - Department of Child Safety, Youth and Women
- Department of Communities, Child Safety and Disability Services
- Child Protection Act 1999

POLICY:

Wynnum Family Day Care & Education is a child safe organisation and promotes child protection through prevention, identification and reporting of all forms of child abuse.

Wynnum Family Day Care & Education service take seriously our responsibility to child safe practices and protecting children from harm, abuse, neglect, and exploitation in any form.

Wynnum Family Day Care & Education service provides information and training opportunities for all team members.

Wynnum Family Day Care & Education service will manage all matters relating to child protection in a confidential manner.

Wynnum Family Day Care & Education service will offer support to all educators, staff and families involved in any child protection matter.

PROCEDURE:

Wynnum Family Day Care & Education educators and staff members have a legislative requirement to report when they have a reasonable suspicion of child abuse or neglect.

All educators are required to have an extensive knowledge of child protection including.

- Potential signs of child abuse
- Responding to signs of child abuse
- Responsibilities of a mandated notifier

Wynnum Family Day Care educators are required to inform the service of all concern they have pertaining to child protection matters.

Wynnum Family Day Care and the educator will work collectively through the mandatory reporting process.

Phone Triple Zero (000) if it's an emergency or if you believe a child is in immediate danger or in a life-threatening situation.

Reviewed October 2018

Code of Conduct

DATE: October 2018

REGULATION: 155-156, 168 (2) (j)

STANDARD: 4.2

POLICY:

This Code of Conduct applies to its staff, Educators, parents, and children. As part of our professional conduct we will abide by the following principles:

Confidentiality

- ✓ Maintain and respect everyone's right to privacy and confidentiality.
- ✓ Information regarding the families and children's needs will be shared between the Educator and coordination team in the best interest of the child
- ✓ Information regarding families' needs will be shared with community agencies only with the family's permission, except in child protection matters.

Conflict of Interest

- ✓ Individuals must maintain their professional integrity by recognizing and reporting potential conflicts of interest, for example:
 - ✓ Financial gain
 - ✓ Personal knowledge that may compromise the integrity of either party
 - ✓ Relationship gain

Fair and Respectful Behaviour

- ✓ Communicate honestly and openly
- ✓ Have access to a grievance procedure'
- ✓ Value each person's point of view
- ✓ Welcome diversity and engage in inclusive practice

In Relation to Children

Above all else, our first responsibility is to children in providing a healthy, nurturing and responsive setting which is both safe and challenging

Rights

In appreciation of the special vulnerability of the child our practices will acknowledge the rights of each child and will include the child's right:

- To a voice
- To dignity and respect
- To participation
- To quality experiences whilst in care
- To be a child
- To learn through play

We are committed to respecting and supporting

- All children as individuals with their own individual cultural, social and family backgrounds
- The development of the whole child across all areas
- The competence of each child

In Relation to Families

- acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values
- acknowledge the rights of each family to confidentiality, privacy, information, and participation
- assist families to exercise freedom of choice in accessing quality family day care
- inform families of policies and procedures that relate to all aspects of their participation with the service

- be accountable to families by adhering to legislative requirements regulating children's services
- be conscious of the key relationships that exist in the work environment and ensure that professional boundaries are maintained

In Relation to Colleagues

- recognise and respect the dignity and rights of the individual and conduct myself in a professional manner
- practice open and effective communication
- be fair and consistent in decision making within a co-operative framework
- recognise and observe boundaries that support professional relationships
- be accountable in my work relationships and value each individual and their contribution

In Relation to Self as a Professional

- be committed to the principles of honesty, respect, trust, and integrity that underpin all my professional practice
- demonstrate and be committed to reflective practices that encompass an awareness of my strengths, limitations, and well-being
- demonstrate a commitment to my professional development, knowledge, and skills
- own and promote a vision that is child focused and congruent with current best practice

In Relation to Community and Society

Acknowledge the role of community in setting community standards and articulating community needs and will be responsible to the community by:

- liaison and cooperation with agencies and professions which support children and families
- engaging in culturally appropriate and non-discriminatory practices
- actively promote the service in the wider community
- work within the legislative framework and quality assurance process to promote the well-being of children

Develop and sustain services which are characterised by:

- openness
- accountability
- accessibility
- flexibility
- professionalism
- supporting community education and advocacy for children

Code of Ethics

DATED: October 2018

SOURCED:

- Grace Van De Graff - McInnes Wilson Lawyers
- Early Childhood Australia Code of Ethics
- Community Childcare Incorporated, Management Operations Manual

Early Childhood Australia's Code of Ethics is a set of statements about appropriate and expected behaviour of early childhood professionals. It reflects current pedagogical research and practice, providing a framework for reflection about the ethical responsibilities of early childhood professionals.

Designed especially for early childhood education and care environments, and based on the principles of the United Nations Convention on the Rights of the Child (1991) this code of ethics has followed a national process of consultation, with the emerging standards indicative of the values we share as early childhood professionals in Australia.

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This Code of Ethics applies to Wynnum Family Day Care, Staff, educators, and parents. And as part of our professional conduct we abide by Early Childhood Australia Code of Ethics.

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/code-of-ethics-core-principles/>

Dealing with Complaints

DATED: October 2018

REGULATION: 168 (2) (o)

STANDARD: 7.3

SOURCED:

- Penny Gordon and Associates (Psychologist)
- Human Resources, University of Adelaide
- Kartelo Law
- Early Childhood Education and Care - QLD Education

Definition of a complaint

A complaint is any expression of dissatisfaction or concern about the service offered or provided by Wynnum Family Day Care & Education Service including its staff, educators, educators' families, and related committees. A complaint may be general in nature or relate to particular personnel, a part of the service, a policy, a decision, or an aspect of service delivery. Complaints may be made by parents and families, school age children, members of the community, and service personnel in their capacity as private citizens.

POLICY

Wynnum Family Day Care is committed to ensuring quality outcomes for children. Managing complaints together with comments, compliments, concerns, and suggestions help us to check that our service is fulfilling this commitment.

Wynnum family Day care will manage all complaints with a commitment to

- Encouraging that complaint is managed at the point of source level
- Listening and resolving complaints in an efficient and timely manner
- Managing all complaints fairly and equally and with transparency
- Treating all parties with respect and courtesy
- Managing all aspects of complaints with confidentiality and privacy
- Ensuring the complaints process is accessible to all potential complainants
- Communicating regularly with the complainant regarding the progress of the complaint
- Recording and reporting processes are in place to continue to monitor and reflect on their practices
- Ensuring safeguards are in place to ensure that complainants and other parties to a complaint are protected from reprisals and victimisation.
- Reviewing the complaints process regularly, ensuring of its effectiveness.

PROCEDURE

How can a complaint be made?

- Written via electronic and postal mail
 - **Wynnum Family Day Care Service Manager**
PO BOX 151
Wynnum 4178
Email: info@wynnumfdc.org

What does the service do when it receives a complaint?

- Formally acknowledged that the complaint was received within a timely manner.
- Complainants will be informed of the stages involved in investigating their complaint and wherever possible realistic timeframes will be communicated to them.
- Follow up is important and complainants will be informed of the progress of their complaint.
- Personnel about whom a complaint is made will be informed about the complaint and have the opportunity to respond. In addition, they will be informed of their right to seek assistance from a support person. They will also be regularly informed as to the progress of the complaint.
- Following resolution of the complaint and implementation of any changes required, a review date will be arranged to review progress.

What if the complaint cannot be resolved by the service manager?

It will be referred to the president of the Management Committee who will meet with the executive to discuss the complaint. If the matter cannot be resolved by this group, the complainant will be offered a meeting with the president, one member of the executive, and the service manager as a further means of seeking to resolve the complaint. Following this stage, if the matter is still unresolved an independent mediator may be involved if requested by either party to the complaint.

If following this process, the complaint is still unable to be resolved; the complainant may choose to access an external organisation to seek resolution. For example, any matter relating to the quality of service delivery could be referred to the Australian Children's Education and Care Quality Authority (ACECQA).

Dealing with Infectious Diseases

DATED: July 2016,
REGULATION: 88, 168(2)(c)

STANDARD: 2.1

SOURCED:

- Staying Healthy in Childcare, 5th edition. National Health and Medical Research Council of Australia
- Queensland Government, Queensland Health, Public Health Act
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Kartelo Law

POLICY

Wynnum Family Day Care & Education Service is committed to maintaining the health and well-being of children and reducing the effect of infectious illnesses in the family day care environment. The service does this by promoting safe and hygienic practices and implementing an exclusion policy for those who may be infectious.

PROCEDURE

Wynnum Family Day Care & Education Service provides a current copy of "Staying Healthy in Childcare", 5th edition on our website. This must be read prior to educators commencing work within the service. Educators use these guidelines to minimise the spread of infection within the care environment.

The educator will ensure the health and safety of children in care in the following ways:

- Applying current exclusion practices and guidelines included in the Staying Healthy in Childcare 5th edition, when an infectious disease has been identified in the care environment.
- Where a child has symptoms of an infectious illness, the service requires a doctor's certificate for the child to return to care.
- Where a child has been unwell overnight the family are required to telephone the educator prior to attending care. The family will inform the educator of the child's symptoms and any treatment given so that a decision can be made regarding the provision of care on that day.
- Educators will ensure there is no discrimination against any child with a health condition.
- Educators and staff will maintain the confidentiality of children and families in relation to medical conditions.
- Educators will discuss the service's policy on infectious illnesses and exclusion practices with families seeking care.
- Educators will maintain effective hygiene practices, including:
 - correct hand-washing technique as outlined in Staying Healthy in Childcare 5th edition;
 - using standard precautions (see below) when handling blood, all body fluids, secretions, excretions, dried blood and other body substances;
 - following the nappy changing checklist
 - cleaning bathroom and toilet areas at least once a day;
 - cleaning toys and other items that children are likely to put in their mouths after use; and

- raking sandpits often and securely covering them when not in use. When removing faeces, blood or other body fluids from sandpits the surrounding sand should be included and placed in a plastic bag for disposal.
- Educators will seek information from family day care staff, public health unit, or medical practitioner regarding transmission details and current exclusion practice for an identified infectious illness in the care environment.
- Educators will inform staff and families using their service of any infectious illness which may be present in the care environment, including exclusion details (with exception of those illnesses dealt with by the Commonwealth Privacy Act 1988).

The term, "Standard Precautions", means treating all blood and other body fluids as if they are infectious. This includes:

- washing and drying hands before and after contact;
- using gloves, masks or other protective barriers, and disposing by sealing into a plastic bag;
- cleaning spills with paper towels and disposing by sealing into plastic bag;
- disinfecting the area with an appropriate solution, following instructions on the container; and
- safe disposal of syringes or other sharp objects which may be contaminated.

Nappy Changing

Steps are taken to ensure children are fully supervised and a children's dignity and privacy is respected whilst nappy changing. Educators follow the nappy change checklist in order to control the spread of infectious diseases. The nappy changing surface is used exclusively for changing nappies, ensuring the nappy change areas is stocked with all required material, gloves are worn and hands are washed and the area is cleaned after use with detergent and warm water. The nappy change checklist and hand washing procedures will be displayed visually within the education and care environment.

Wynnum Family Day Care & Education Service will:

- obtain current immunisation details from the family of every child commencing care;
- provide a copy of the enrolment forms containing immunisation details to the educator prior to the child commencing care;
- maintain current information on infectious illnesses, specifically transmission and exclusion details, and provide this information to families and educators when necessary;
- provide information to families and educators regarding payment of child care fees in cases of absences due to illness;
- maintain the confidentiality of educators, children and families in relation to medical conditions; and
- provide information to families where there is an outbreak of an infectious illness in the care environment.
- Wynnum Family Day Care & Education Service encourages everyone to make sure their vaccinations are up to date, however, Wynnum Family Day Care & Education Service does not cancel, refuse or place conditions on enrolment or attendance of children whose immunisations are not up to date. Each educator is required to nominate their service position.

Dealing with Medical Conditions in Children

DATED: October 2017

REGULATION: 90, 168 (2) (d)

STANDARD: 2.1

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Kartelo Law

POLICY:

Wynnum Family Day Care & Education Service is committed to ensuring that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed minimised and open communication with families is maintained.

PROCEDURE:

- All parents of a child with a medical condition are required to provide a medical management plan for their child.
- A risk management plan will be developed in consultation with the parents/caregivers and will be followed by the educator. A risk minimisation plan will be developed as well as a communication plan
- The nominated supervisor will be made aware of this policy, details of every child at the service who has a medical condition, including the child's medical management plan and the location of the child's medication.
- Copies of a child's medical management plan are kept at the educator's place of business and at the coordination unit office.
- A notice advising of a child involved at the service at risk of anaphylaxis is to be displayed in a prominent position.
- The medical management plan will be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition
- Medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition must be brought with the child on every day the child attends care. A letter of authorisation must be supplied stating details of the medication to be administered, including for non-prescription medication.
- The child may not attend care if medication is not supplied.
- Any changes to a medical management plan and/or risk management plan must be communicated in writing as soon as the change occurs. These details are added to the risk minimisation plan and communication plan.
- Coordinators will check medical management plans regularly at the educator's place of business.
- Children over preschool age can self-administer medication as determined by the medical management plan if the parent or guardian gives permission.
- The educator will record the administration of medication in the medication record and will note if the child has self-administered the medication.

Reviewed October 2018

Debt Management

DATED: September 2018

POLICY:

In regards to debt management, all Educators have a right to be paid as negotiated in a timely manner by both parents and the service.

PROCEDURE:

In the event of an unpaid debt the following procedures will be followed:

- Educators will advise the Service Manager in writing if a parent should fall behind in payment of the agreed upon fees outlined in the contract arrangement.
- Wynnum Family Day Care maintains a register of bad debts and this information is disclosed to Community Childcare Inc and Children @ Bay Terrace where necessary.
- Care will not be offered until the debt is cleared with both Wynnum Family Day Care and Children @ Bay Terrace.

Process for the management of outstanding monies:

Failure to have an outcome for the debt owed (as advised by the educator), the Service Manager will attempt to secure payment in collaboration with the educator. Any communication with the person owing the debt will also be shared with the educator. The educator is required to share with the Service Manager the steps already taken to resolve the matter.

In order for this process to work for all parties, the information regarding the debt needs to be advised immediately. The greater the timeframe before seeking support, the debt is further compounded, hence less manageable to recover.

Reviewed September 2019

Delivery and Collection of Children

DATED: July 2016

REGULATION: 99, 168 (2) (f)

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations

POLICY:

A child being educated and cared for by an educator can only leave the residence in the following circumstances.

- The child is given into care of their parent or authorised nominee named in child's enrolment or a person authorised by a parent or authorised nominee named in the enrolment record.
- Is taken on an excursion/outing with prior written permission from a parent or authorised nominee on child's enrolment.
- The child requires medical, hospital or ambulance care or treatment, or because of another emergency.
- In this policy, '**parent**' does not include a parent who is prohibited by a court order from having contact with the child.

Reviewed October 2018

Educational Program & Practice

DATED: October 2018

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Belonging, Being and Becoming, Early Years Learning Framework
- My Time our Place, Framework for School Age Children

POLICY

The educational program and practice of educators will be child-centered, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

A quality educational program views the children as capable and competent learners who have agency and learn best through a play-based program. It builds on children's individual knowledge, strengths, ideas, culture, abilities, and interests and is likely to have long term benefits for children.

The program and practice will be linked to two national approved learning frameworks

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia
- My Time, Our Place: Framework for School Age care in Australia

Educators take a planned and reflective approach to implementing the educational program by using an assessment and planning cycle and engaging with critical reflection.

Educators will share the program and the children's learning and development progress with the families.

PROCEDURE

Program

- Approved learning Framework - Curriculum based decision-making
- Child Centered - Contribute to each child's learning and development outcomes
- Program learning opportunities - Maximises opportunities for each child's learning

Practice

- Intentional teaching moments – deliberate, purposeful, and thoughtful decisions and actions
- Responsive teaching and scaffolding – respond to children's interest, extend learning
- Child directed learning – allow children to make decisions and choices that impact their world

Assessment and Planning

- Assessment and Planning cycle – observe, analyse, document, plan, implement and reflect
- Critical reflection – children's learning and development both individually and in groups
- Information for families – Inform families of the program and of their child's progress

Educator Leave and International Leave Notification

DATED: October 2018

POLICY

Educators are required notify Wynnum Family Day Care of their Family Day Care business closures.

PROCEDURE

- Educator is to complete the 'Educator Leave and International travel notification' form
- Educator to forward the completed form to WFDC
- Educator to notify families of business closure dates and return to work date
- Educator is to remove attendances from HubWorks!

Emergency and Evacuation

DATED: July 2016

REGULATION: 97, 168 (2) (e)

STANDARD: 2.3

SOURCED:

- Queensland Emergency Services
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard

In relation to educators' place of business:

POLICY

This Service will ensure each educator has completed the "Assessment of a Family Day Care Residence or Venue and Educators Professional Practice" and that every educator's place of business is safe, clean and well maintained and contains all the requisite safety facilities in the Education and Care Services National Regulations. This includes the completion of Risk Management plans for emergency and evacuations, specific to each educator's individual education and care setting.

In an emergency, priority will be given to the effective management includes both evacuation and lockdown plans for safe evacuation of all children present in the family day care education and care setting.

Evacuation plans may also include additional exits which move through 'non-assessed for family day care' areas of the residence. These emergency exits do not form part of the evacuation drills performed 3-monthly and are used only in an actual emergency and when other exits are unsuitable.

PROCEDURE

Educators are required to have an emergency and evacuation plan and instructions within the education and care setting, displayed at each designated exit.

Details must include:

- a floor plan of the approved residence or venue pathways and emergency and evacuation instructions are displayed at each exit.
- smoke detectors
- first aid kit
- extinguishers/fire blankets (if present); and
- an assembly area
- Individual instructions are documented within the Risk Management plan for emergency and evacuation and will include identified risks specific to their education and care setting. Examples may include where there several infants in care, heightened fire risk due to bushland setting, high occurrence of snakes, gas leaks and parental custody order and temporary protection orders.

The Service defines 'emergency' as; an emergency is an unplanned, sudden, or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the service's environment. An emergency may either require safe containment within the education and care setting or evacuation to predetermined assembly point. In an evacuation drill, exits to be used are only the ones in the designated FDC assessed areas, however in an actual emergency 'non-assessed for FDC' exits may be used.

Educators are required to practice emergency and evacuation procedures every three months for each child in care. All emergency and evacuation procedure practices are to be documented, taking into account the number and age range of children in care on any given day, the time of the day and the reason for the evacuation (i.e. regular practice or new child in care). Educators and children are recommended to view the Fire Safety DVD regularly as part of the training for educators and children as well as steps to evacuate or manage all possible identified emergencies

In relation to Wynnum Family Day Care & Education Service office:

POLICY

Ensure the safety of all staff and visitors including adults and children to the office during an emergency.

PROCEDURE

The following procedures will be followed:

- An emergency and evacuation plan is displayed prominently at each exit.
- Follow the Brisbane City Council exit instructions for the Wynnum Community Centre
- Participate in emergency and evacuation drills as required by the Brisbane City Council for the Wynnum Community Centre
- Brisbane City Council supplies and maintains smoke detectors and fire safety equipment
- Familiarisation of the emergency sounds undertaken monthly at the Wynnum Community Centre
- Brisbane City Council identifies three stages of evacuation
 - Stage 1 – Removal of persons from the immediate danger area
 - Stage 2 – Removal to a safe area
 - Stage 3 – Complete evacuation of the floor

Enrolment and Induction

DATED: July 2022

REGULATION: 168 (2) (k)

STANDARD: 6.1

SOURCED:

- Guide to the National Quality Standard

POLICY:

Wynnum Family Day Care & Education Service is committed to developing collaborative partnerships with families, beginning with the enrolment and induction exchange process.

The family handbook will be available at the family interview and is accessible on the service website.

PROCEDURE:

- An initial waitlist enquiry (verbal or internet) will be recorded
- WFDC will contact the parent/guardian to discuss the enrolment enquiry. Parents culture, values and beliefs will be respected and supported in identifying care requirements and placements for their child(ren). Requirements pertaining to child care subsidy, medical conditions, court orders, swimming pool, pets and transport will be discussed
- Educators vacancies are reviewed for a placement consideration
- Parents/guardians are contacted to discuss care arrangements and forwarded educator contact details. WFDC will advise the parent/guardian of the interview and enrolment requirements including enrolment forms and registration fee and service levies.
- Upon confirmation of a placement acceptance to WFDC (parent/guardian and educator) the parent/guardian will be required to complete a family interview.
- A family interview will be conducted in order to share information. This may occur face to face in the office of WFDC or via the telephone.
- The registration form is to be completed within HubWorks! – the link will be emailed to the family
- The enrolment forms are to be completed by the parent/guardian registered for Child Care Subsidy with the Department of Human Services. The enrolment forms consist of;
 - Enrolment checklist
 - Complying Written Arrangement
 - Community Childcare Inc. Affiliation Application
- The coordination unit is available for an ongoing partnership with the family

Excursions and Outings

DATED: July 2016

REGULATION: 100-102, 168 (2) (g)

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard

POLICY

The service encourages educators to include regular outings and excursions as part of the educational program and practice. Prior to any excursion or outing, educators conduct risk assessment and document these prior to gaining written permission from parents/guardians.

PROCEDURE

All outings and excursions must be risk managed by the educator before they take place and documented within a Excursion Risk Assessment document. Examples of excursions include; attending LINK, visiting other educators residence/venue, schools, parks, indoor venues and non regular excursion and outing. A copy of the risk assessment documents are kept at the educator residence/venue and is made available to parents/guardians if requested. Risk assessment documents must be completed for the transportation of children to and from all school/kindergarten venues.

Authorisation for Excursions and Outings.

Regular excursion permission forms are required from parents/guardians for outings, which are defined as routine activities regularly taking place outside of the educator's place of business.

Advice should be given to the parent/guardian on the methods of the transport and the type/s of safety restraints to be used. This regular excursion permission for outings should be obtained when the child is first placed with the educator at the time the parent/guardian signs the agreement form.

During the risk assessment planning of a non-regular excursion or outing, the excursion or outing is to be discussed with the parents/guardians to confirm permission of the non-regular excursion or outing prior to the activity taking place. Seeking permission on the day of the activity may not be appropriate.

Ensure vehicles in which children are transported are safe, and are fitted with appropriate safety restraints suitable for the age of the child. Children must never be left unattended in a vehicle. On return to the educator residence/venue the vehicle must be stored outside of the play area and inaccessible to children.

Fit and Proper Assessment of family day care educators, family day care educator assistants and people living at family day care residences

DATED: July 2016

REGULATION: 163, 169 (2) (e)

STANDARD: 7.1

SOURCED:

- Tere Vaka, Consulting Psychologist Queensland
- Wynnum Family Day Care & Education Service Discussion paper – Retention and Recruitment of educators
- Blue Card Services

POLICY

Wynnum Family Day Care & Education Service recognises that although the educator has primary responsibility for the provision of care, their family members can influence the quality of care experienced by children in family day care. As such, the educator's family members have the role and responsibility to ensure that their actions and behaviour support the professional and quality standards achieved and maintained by the educator in the provision of family day care.

Ensuring that all residents of the education and care service have blue cards assists in the contribution to safe and supportive environments for children and young people. Blue card screening determines a person's suitability to be within the education and care setting.

PROCEDURE

All family members must:

- Hold a positive Working with Children Check (known as a blue card)
- respect the dignity and rights of all children in family day care and not subject children to any form of physical, verbal, or emotional harm.
- respect the confidentiality of children and their families.
- treat all members of the child's family with dignity and respect.
- not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner during the business operational hours
- ensure that duty of care is followed when undertaking activities with children.
- take responsibility for ensuring personal items are not accessible to children and their families; and
- Ensure that children and their families are made aware of the areas of the educator's place of business that are for private purposes and not to be and, where appropriate, erect barriers to these areas.

In the event of any breach related to the quality of care provided, action would be taken in compliance with the complaints policy.

- ❖ Definition of 'family' – husband, partner, adult children or other occupants, teenagers, older children

Reviewed October 2018

Food Safety and Food Handling

DATE: October 2018

SOURCED:

- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health 2014
- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland) Act
- Food Standards – Australia and New Zealand
- Staying Healthy in Childcare
- Eat Safe Brisbane
- Queensland Government – Queensland health guidelines

POLICY:

As a food handler, educators have a responsibility to ensure that food safety is maintained in the place of the education and care setting. It is essential to prevent cross contamination, bacteria growth and viruses and parasites in food, which can cause food borne illnesses.

PROCEDURES:

Safe food handling practices

- Always keep raw and cooked food covered and separate.
- Use separate utensils for raw and cooked food.
- Wash raw fruit and vegetables.
- Have separate chopping boards for different foods.
- Thaw frozen food in the refrigerator or microwave and cook thawed food as soon as possible. Food that has been partially or fully thawed cannot be refrozen.
- Using a thermometer is preferable when heating food, however if one is not available heat food until steaming hot and cool to safe eating temperature.
- All food must be heated to over 60°C.
- When cooling cooked potentially hazardous food, it must be cooled to 21°C in two hours or less, then cooled further from 21°C to 5°C in four hours or less.
- Ensure you check for “hot spots” in microwaved food and stir thoroughly making sure that **all** food is steaming hot.
- Appropriate ways to cool food down are placing on the bench or in the fridge or placing in a water bath until suitable eating temperature is reached
- Only reheat food once and then discard.
- Once a child has started eating or drinking from offered food or bottle this must be discarded when the child has finished eating or drinking, even if some food or drink remains, to ensure bacterial contamination from saliva doesn't occur.

Safe food storage practices

- Food needs to be stored under correct conditions so it will not adversely affect its safety.
- Perishable food must be stored at 5°C or below
- Food stored in a freezer should be maintained at -17°C or below
- Insulated lunch bags must be stored in the open position in fridges
- Store expressed breastmilk in accordance to Queensland Government Health recommendations

Undertake effective hygiene practices

- Educators wash hands following correct handwashing procedure
 - Immediately before starting work
 - Immediately after using the toilet
 - Between working with different food groups e.g. raw meat and vegetables etc
 - Between handling cooked and uncooked food
 - After handling garbage and waste bins
 - Immediately after coughing into their hands
 - After touching hair, nose, mouth or any other part of their body
 - After cleaning tasks
- All children are to wash their hands prior to being handling food
- Children are to have individual crockery, cutlery and utensils
- Cover any cuts or sores and use gloves if necessary.

Undertake effective hygiene/cleaning practices

- Food preparation and eating surfaces are to be wiped cleaned before and after each use
- Use separate cloths for food handling and cleaning tasks
- Garbage bins are to have lids and all bin surfaces are to be wiped cleaned frequently and kept free of food debris.

Fraud or Misleading Information

DATED: July 2016

SOURCE:

- Community Childcare Inc Management Operations Manual 2018
- Grace Van De Graff - McInnes Wilson Lawyers

FRAUD OR MISLEADING INFORMATION

Policy

The Management Committee will investigate and take subsequent action for allegations about any staff member, educator, or parent falsifying attendance records, forging signatures or giving false or misleading information of any nature to the service.

Procedures

Staff

The Management Committee may terminate a staff member's contract of employment if they are satisfied that the staff member has given false or misleading information or has committed a fraudulent activity against the service/Centre.

Educators

The Management Committee may suspend and /or cancel a Certificate of Registration if they are satisfied that an educator has failed to comply with the service's accountability requirements with any fraudulent activity such as falsifying childcare attendance records, forging signature or giving false or misleading information to the service.

Parents

The Management Committee may terminate a family's childcare placement with the service if they are satisfied that a parent has given false or misleading information to the service/Centre or if the parent commits a fraudulent activity against the service/Centre.

Due to the serious nature of providing false or misleading information on timesheets or forging signatures on timesheets or attendance record sheets, the Management Committee must notify the relevant departments of the Commonwealth and State Government and the Criminal Investigation Bureau of this fraudulent activity.

Reviewed October 2018

Governance and the management of the service, including confidentiality of records

DATED: October 2018

SOURCED:

- Community Childcare Inc Management Committee Operations Manual
- Grace Van De Graff - McInnes Wilson Lawyers
- Privacy Act 1988
- Education and Care Services National Law (Queensland)
- Education and Care Services National Regulations
- Guide to the National Quality Standard

Management Committee

The Community Childcare Inc, Management Committee is the sponsoring organisation; they are responsible for the Strategic planning of the incorporated body as well as ensuring that the service meets its professional, legal and financial responsibilities.

The committee includes representatives for families, educators and interested community members. The committee meets regularly to conduct the business of the service

Coordination Team

The Business Manager and co-ordination team are responsible for operational matters. The coordination team manages the legal risk management pertaining to all legislative matters.

Educators

Educators are self-employed early childhood business operators who have the responsibility to operate their business in line with Wynnum Family Day Care’s policy and procedures as well as all relevant legislations

STRATEGIC	OPERATIONAL
Matters that can be defined as long term and policy directed	Matters that are day-to-day and action oriented
To advise management Members on any matter brought before it	Writing polices (with input from parents, Educators, and other stakeholders)
To approve particular policies, positions or strategic directions	Implementing policies and procedure
To monitor policies, positions, and strategic directions	Appointing staff

POLICY

The service has an efficient, effective and ethical process for the management of records

PROCEDURE:

- The service will abide by all legislative requirements in relation to the storage and management of records
- Personal Information will be stored confidentially, safely and securely.
- Confidential information only be disclosed to another party with the consent of the individual concerned unless it is a requirement by law
- The service will take reasonable steps to ensure that the records we keep are accurate, complete, up-to-date
- Persons can request to access their personal information, the manager will arrange a suitable time to provide this information
- Information held by the service will be for the express purpose of administering the service

- Records will be archived for the specific times
 - Educator – 3 years
 - Child – 3 years after last attendance
 - Staff – 3 years
 - Financial – 7 years
 - Incident, injury, trauma and illness – Until the child is 25 years.
 - Death of a child whilst being educated and for at a service – 7 years from the child's death
- Records will be held in a locked storage area until the time they can lawfully be destroyed. The service will use a security company to dispose of all archived documents
- Agents of the service must not misuse information held by and on behalf of the service. In the event that an agent of the service misuses such information, disciplinary action will be taken

Grievance Procedure

DATED: October 2018

SOURCED:

- Community Child Care Inc – Management Operations Manual
- Grace Van De Graff - McInnes Wilson Lawyers

POLICY

The Service provides a system for parents/families, educators, and employees to settle any dispute that relates to the organisation.

The Service welcomes each complaint as a method of improving its services and upholding positive relationships between the service and its stakeholders.

DEFINITION

A grievance describes a situation when any parent/family, educator, employee, school age child, member of the community requires formal action to be initiated that relates to an issue, concern, dispute or problem that happens at or is relevant to the workplace. A grievance could occur between any parties within the organisation.

SCOPE

This policy and the following procedures apply to all parents, Educators, staff, and the Management Committee.

PURPOSE

To ensure ethical conduct.

To minimise the negative effects of dispute or conflict.

To ensure access to a process for resolving any workplace grievance.

To guarantee the right of the complainant to a fair hearing.

To guarantee procedural and natural justice.

To ensure that conduct is transparent and equitable.

To reinforce the responsibilities of the individual, the staff team, and the employer.

To make every effort to resolve issues and reach a mutually satisfactory and fair agreement.

To ensure the opportunity for review and further investigation.

RESPONSIBILITIES

It is the intention of all parties to accept responsibility for making this Grievance Procedure work effectively.

This means that at any level of disagreement, the parties are reminded to meet their commitment to this policy and process. It is the right of the complainant to determine how far to pursue the grievance.

COMPLAINANT SUPPORT

The complainant may have access to a support person or advocate involved at any stage of this process.

CONFIDENTIALITY

It is the responsibility of the participants to maintain the confidentiality of discussions, documentation, agreements, and action plans. In maintaining confidentiality, written information pertaining to discussions, documentation, agreements, and action plans are only accessible to the parties directly involved at each level of the process. Any deviation from this procedure is by consent of the complainants only. Filing of all information must be in a secure location within the workplace.

FACILITATION

Both parties must agree to facilitation. The facilitator must be mutually agreed upon and no party can disqualify a facilitator without good reason.

It is recommended that the cost of professional facilitation be covered by the service where the grievance originates.

TIMEFRAMES

For step 1, notification and discussion should take place as quickly as possible. For steps 2 and 3 will occur as negotiated between the parties.

EXCLUSION CLAUSE

These grievance procedures do not restrict an employee's rights to seek redress if the grievance arises as a result of an employee or member of the Management Committee's action that contravenes relevant legislation, such as Workplace Health and Safety, Anti-Discrimination or Sexual Harassment legislation.

PROCEDURE

Step 1

A discussion must occur between the complainant and the other person. Those involved take responsibility for raising and clarifying issues with each other. At this stage, any involvement of third parties is by mutual agreement. This is no need to document resolutions at this stage.

If the complainant is not satisfied with the outcome at this level, they may choose to go to proceed to the Grievance Procedure.

Step 2

The complainant/s chooses to start the formal process and informs their Business Manager, who in turn shall notify the President of the Management Committee. The parties may request that this step be facilitated

Satisfaction achieved;

Business Manager or President may facilitate discussion and action between the parties;

Document agreement and file securely;

Negotiate timeframes for action; and

Negotiate timeframes to review agreement.

If satisfaction is not achieved, document the issues, and proceed to an external mediation service with an accredited mediator.

Step 3

The President of the Management Committee may appoint an external accredited mediation service to resolve the matter

Incident, Injury, Trauma and Illness including the Administration of First Aid

DATED: October 2021

Incident, Injury, Trauma, and Illness

REGULATION: 85, 168 (2) (b)

STANDARD: 2.1

Administration of First Aid

REGULATION: 168

STANDARD: 2.3

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Australian Children's Education and Care Quality Authority
- Family Day Care Australia

POLICY:

The health and safety of children and the appropriate administration of first aid is applied by a suitably qualified and authorised person.

PROCEDURES:

- Educator and educator assistants engaged by or registered with the service must hold
 - A current approved first aid qualification
 - A current approved anaphylaxis management certificate
 - A current approved emergency asthma management certificate
- The National regulations require first aid qualifications to be renewed every three years and training in CPR should be undertaken annually
- Copies of current certificates will be forwarded to Wynnum Family Day Care by the educator, these will be kept on educator's compliance register
- Educators will maintain a list of emergency services contact numbers, and a list of the child's current contact numbers, and keep them in an accessible at all times.
- Educators will maintain a first aid kit in their business environment and in their vehicle, ensuring contents are replenished, have not exceeded their expiry date and that sterilised contents are sealed.

First Aid Response:

When a child in care is seriously injured or becomes ill, the Family Day Care Educator will:

- Attend to the child immediately
- Assess the child's medical needs
 - Call an ambulance if required
 - Administer first treatment if required

- Contact parents to notify them and discuss if they need to organise further medical treatment
- If an ambulance is required
- Stay with the child until the ambulance arrives
- Contact the parents to notify them and that an ambulance was required
- Notify Wynnum Family Day Care
- Remain with the other children in care whilst the child goes in the ambulance OR travel in the ambulance if support is available for remaining children

Health and Illness Record:

The health/illness record is used for recording illness when a child is in care and becomes ill; records will be signed by both the educator and the family and kept on record.

Families will be notified at the earliest possible convenience **Incident and Injury Record:**

The incident and injury record is used for recording incidents or injuries relating to the child either prior to care commencing or during care hours.

Families will be notified at the earliest possible convenience; records will be signed by both the educator and the family and kept on record.

Incident, Injury, Trauma, and Illness Record:

The Incident, Injury, Trauma, and Illness record is used for recording all incidents, injuries, trauma and illnesses in any of the following circumstances.

- a person involved in an incident requires third party medical treatment
- The child is removed from care as the result of an incident
- A claim or notice of intent to claim from a third party is received either verbally or in writing.

Families will be notified at the earliest possible convenience; records will be signed by both the educator and the family and kept on record.

Notification of Incidents:

The Approved Provider will notify the regulatory authority within 24 hours of any serious incident at our service, using form IO1 Notification of Incident. This includes an injury, trauma or illness of a child for which the attention of a medical practitioner *was sought or ought reasonably to have been sought* or the child *attended or ought reasonably to have attended* a hospital.

If our service only becomes aware that the serious incident afterwards, we will notify the regulatory authority within 24 hours of the notification. The service will notify the approved provider.

Inclusive Practice

DATED: January 2019

REGULATION: 73-76, 155, 168

STANDARD: 1.1, 1.2, 4.2, 5.1, 6.1, 6.3,

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Australian Human Rights Commission
- Early Childhood Australia Code of Ethics

POLICY

To ensure

- Are from Aboriginal, Torres Strait Islander, and South Sea Islander backgrounds
- Have a disability
- Have a child/ren with a disability
- Are from culturally and linguistically diverse backgrounds
- Are newly arriving from another country
- Are refugees
- Have a member with a psychiatric illness
- Experience psychological challenges
- Have any other kind of special needs
- Experience economic disadvantage

Our Inclusion Practices are based in the principles of Access and Equity to ensure that our service meets the needs of people from all backgrounds.

Our aim is to meet the needs of families and to provide their children with opportunities to learn and develop, explore their own interests and talents and develop meaningful relationships within the WFDC community of families.

PROCEDURE:

The following procedures will be followed:

- Ensure all children have the right to access and participate in all WFDC early childhood programs and services, by providing inclusive environments and encourage the child's participation
- Ensure diversity is valued and acknowledged within the early childhood programs offered by educators and services management and operations by displaying diverse images, have available diverse toys, resources and books in all environments, encouraging families, educators and staff to share their unique background.
- Ensure information on a child's cultural heritage and any cultural requirements such as clothing, diet, sleeping, etc. are gathered at enrolment and at the initial interview between the educator and family. Using this information to inform the program and ensuring this information informs how we respond to each child's individual needs.
- Gather information about a family's cultural traditions and celebrations by engaging in an ongoing exchange of relevant information.
- Support the child in care by valuing and celebrating their cultural traditions and sharing them with the other children and thereby the families using education and care.

- Work as partners with families and in collaboration with other agencies, in providing a program that responds to the individual strengths and needs of all children and respects families' priorities and concerns.
- Ensure the education & care is provided in a way that has regard for the family and their cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
- Promote the empowerment of families/caregivers as decision-makers about their children's development and wellbeing.
- Ensure the early childhood programs offered by educators are inclusive of all children's abilities and interests, seeking to enhance children's development and wellbeing.
- Support a whole-team approach to meeting the needs of children.

The Service is committed to educating all children in the service about Aboriginal and Torres Strait Islander history, culture, and knowledge. Staff & educators accessing specialised advice and appropriate training in developing and implementing inclusive programs, building on existing strengths and accessing additional resources where required.

The Service will:

- Actively attempt to recruit staff & educators from indigenous, Torres Strait & South Sea Islander heritage, people from diverse cultural & linguistic backgrounds & people with disabilities.
- Implement enrolment procedures that provide support with language interpreting and appropriate information for CALD families so they can make informed choices
- Ensure the coordination team support educators with Inclusion & multicultural resources and cultural information
- Provide professional development for educators and coordination unit staff includes multicultural & Inclusion strategies
- Coordinators support educators to develop an education and care program that includes a range of inclusion & multicultural experiences from around the world.
- Ensure LINK sessions include cultural diversity. Planning contains celebrations from other cultures and religions.
- Encourage families from Aboriginal Torres Strait and South Sea Islands backgrounds, culturally diverse, and families with special needs to participate in the management and advisory committees.
- Creates and maintains links with Inclusion & Multicultural Support Services, maintains links with local cultural diverse communities, and Creates and maintains links with Aboriginal Torres Strait and South Sea Islanders communities and Support Services
- Support educators and staff to value, acknowledge and encourage children's first language, as one of the most important aspects of the child and their family's cultural identity

Interactions with Children

DATE: October 2018

REGULATION: 155-156, 168 (2) (j)

STANDARD: 5.1, 5.2

SOURCED:

- ACECQA – National Quality Standards
- Kids Matter

POLICY:

Educators play an important role in supporting children to regulate their own behaviour.

Positive, respectful daily interactions with children can support them to learn about interdependence and to become considerate citizens.

These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

PROCEDURE:

Respect the dignity and rights of the child should always be maintained through positive non-threatening behaviour guidance

View children as capable and competent and approach situations from a strengths-based perspective

Ensure children feel secure and let them know that you are there to help and support them

Provide positive reinforcement, encouraging a strong sense of identity and pride in themselves,

Encourage them to use a range of communication strategies to express their needs, wants and feelings

Help them deal with conflict constructively and develop a sense of empathy for others.

Ensure the environment and/or the situation fosters positive relationships and supports each child

Ensure your expectations are suitable for the child's current strengths and capabilities

Respond consistently, role modelling expected behaviours

Develop collaborative partnerships with parents, adopting a holistic approach

Reinforce and acknowledge when children display appropriate behaviour

Provide children with guidance and strategies to work through collaborative learning opportunities with others.

Allow children to make choices, promoting responsible decision-making outlining options and consequences

Monitoring, Support & Supervision of Family Day Care Educators

DATED: July 2016

REGULATION: 169 (2) (d)

STANDARD: 4.2, 7.1, 7.2

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Advisory Committee, Wynnum Family Day Care & Education Service Education Service

POLICY

The Service aims to provide a flexible visiting schedule to educators, sufficient to ensure the delivery of quality childcare.

The purpose of this policy is to:

- ensure that quality care is being provided,
- provide relevant support and assistance to educators,
- identify and assist in meeting educators' needs including:
 - on the job training, guidance, and support
 - in service training
 - further education
 - resources
 - educational program and practice
 - LINK; and
 - small group training
- identify any support educators require and children with additional needs through the Inclusion Support program, and
- be responsive to the wellbeing of educators

PROCEDURE

The following procedures will be followed:

- Educators engage with the coordination unit on a regular basis.
- New educators will be visited on a regular basis as determined by the coordination unit and the educator.
- Where educators provide education and care for children who require additional support, a coordinator will visit as often as necessary.
- An educator can request a visit at any time and a coordinator will arrange a suitable time.
- Visits will be conducted in the educator's place of business and at other venues as deemed appropriate for quality outcomes.
- Coordinators will aim to visit at different times of the day to widen their knowledge of the educator's activities. (This may occur during non-standard hours care).
- Visits may be unannounced or at a scheduled time.
- Communication methods may include telephone and email
- the manager of the service is the 'on call' contact for outside office hours

Reviewed October 2018

Nutrition, Food and Beverages, Dietary Requirements

DATED: July 2016

REGULATION: 168

STANDARD: 2.2

SOURCED:

- Staying Healthy in Childcare, 5th edition. National Health and Medical Research Council of Australia
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Nutrition Australia Qld
- Guide to the National Quality Standard
- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health 2015

POLICY

A healthy balance of food and drink in sufficient quantity should be provided on a daily basis.

PROCEDURE

The following procedures will be followed:

- Parents will give initial advice to educators with respect to a child's routine and food requirements and continue to consult and exchange information with the educator as the child grows.
- Children are encouraged to be seated for a meal. Educators and children enjoying mealtimes together provide opportunities for social interaction. All children are to be supervised whilst eating including children in highchairs.

When the educator is providing the food:

- A menu is displayed at a prominent position at the education and care setting, accessible to parents of children being educated and cared for by the service that accurately describes the food and beverages to be provided by the service each day.
- Care should be taken to avoid allergy-inducing food and drink (in children with known conditions) and consideration given to dietary, cultural and religious preferences.
- Drinking water should be offered regularly through the day and very frequently during hot weather.
- Plenty of fresh food in the form of fruit and vegetables need to be offered.
- Parents of babies will supply educators with formula or expressed breast milk with required preparations and storage instructions.

Reviewed October 2018

Participation of Students & Volunteers

DATED: July 2016

REGULATION: 168 (2) (i)

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Department of Education and Training
- Wynnum Family Day Care & Education Service website www.wynnumfdc.org

POLICY

The participation of students and volunteers within the service may occur from time to time. Students may wish to observe and experience the provision of family day care and this will be encouraged and facilitated when possible. The participation of volunteers from within the community will be facilitated where appropriate.

PROCEDURE

The following procedures will be followed:

- Prior to any participation in the service, a student or volunteer must be in possession of a Blue Card issued by the Blue Card Services, Queensland Government.
- A student or volunteer must understand and acknowledge the requirement for confidentiality of all information relating to educators and families within the service.
- A student or volunteer will be directed to the service website to access policy and procedure manual, child protection information, education and care service national law act and education and care services regulations. The student or volunteer must agree to abide by the requirements of Wynnum Family Day Care & Education Service.
- In the event that an educator accepts the placement of a student or a volunteer, parents/guardians of all children in care with that educator must be informed in advance of the fact and requested to sign specific written permission for this placement. Should any parent/guardian decline to sign such permission, the placement will not proceed.
- The student or volunteer is required to sign the educator Visitor Log upon entering and exiting the educator's education and care setting.
- Public liability insurance is the responsibility of the student or volunteer.
- Any student or volunteer is there in a supervised capacity

Reviewed October 2018

Payment of Service Levies to the Education & Care Service

DATED: July 2022

REGULATION: 168 (2) (n)

STANDARD: 7.3

SOURCED:

- Community Childcare Incorporated, Management Committee

POLICY

A pre-determined fee for service will be charged to parents/guardians and educators weekly and is on-going. A service levy and hourly levy will be charged to all families using Wynnum Family Day Care & Education Service.

All parents/guardians, educators and staff are required to be financial members of Community Childcare Incorporated.

PROCEDURE

Parents/guardians are advised on registration about their financial obligations to the service

- Conditions of Enrolment (HubWorks)
- Community Childcare Affiliation Application form

The service levies are represented within the HubWorks invoice from your nominated educator

- Family Weekly Levy \$5.00 (per family)
- Service Hourly Levy \$1.60 (per child)

Educators are required to pass onto WFDC all levies collected on behalf of a parent/guardian. In the event the service levies can not be collected from the educator CCS payments, an invoice will be issued to the educator for immediate payment.

Educators are advised on registration about their financial obligations to the service

- Educator Levy via invoice
- Community Childcare Affiliation Application form
- Family Levies (Family Weekly Levy and Service Hourly Levy)

The Educator Levy is based on the agreed operational days, paid weekly for period of registration, ongoing

- Minimum 3-day operational week \$30.00 per week
- Minimum 4-day operational week \$5.00 per week

Parents/guardians, educators and staff are required to pay \$10 levy following the Community Childcare Incorporated Annual General Meeting in the determined week

- Parents/guardians represented as service levy on the HubWorks invoice
- Educators and Staff via invoice

Service Hourly Levy of \$1.60 effective Monday 4th July for the 2022/2023 financial year

Parents/guardians and educators will be advised of an increase to the service levies charged by Wynnum Family Day Care & Education Service.

Privacy (including Social Media)

DATED: July 2016

SOURCED:

- Privacy Act 1988
- Kartelo Law

POLICY

We respect your privacy.

PROCEDURE

Wynnum Family Day Care & Education Service collects stores and uses personal information for the purposes of administering the service. The information is confidential and will not be disclosed to third parties without prior consent, except in specified law enforcement or public health and public safety circumstances.

To provide the highest standard of service, our organisation is required to collect personal information about children and parents / guardians before and during the course of a child's enrolment in our service. We are committed to protecting privacy and we abide by the National Privacy Principles contained within the Privacy Act.

Privacy of personal information is important to us and we conduct our business with respect and integrity.

Social Media

No images of children will be used on social media or marketing material without the prior written approval of the parents/guardians of the child. Parents/guardians will be provided with information on the use of social media by the nominated educator.

Reviewed October 2018

Providing a Safe & Suitable Physical Environment

DATED: July 2016

REGULATION: 168 (2) (h)

STANDARD: 2.3, 7.1

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard

POLICY

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in an education and care service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

The education and care service will ensure the environment is safe, clean, well maintained, and flexible. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both indoors and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

The education and care service has safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children's emotional, physical, social and cognitive are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development.

PROCEDURE

- All educators undergo an initial risk assessment of a family day care residence/venue to ensure that all necessary safety facilities at their place of business meet the safety standards prescribed in the Education and Care Services National Law (Queensland) Act and the Education and Care Services National Regulations, National Quality Standards and frameworks.
- This audit assessment tool is a living document, guides the maintenance of a safe and suitable environment and will be used to assist educators and coordinators in the review of the education and care setting.

Reviewed October 2021

Provision of Information, Assistance & Training to Family Day Care Educators

DATED: July 2022

REGULATION: 169 (2) (g)

STANDARD: 4.2, 7.1, 7.2, 7.3

SOURCED:

- Education and Care Services National Law (Queensland)
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Early Years Learning Framework
- Family Day Care Training Australia

POLICY

Community Childcare Incorporated supports and encourages the training and professional development of staff, educators, executive and management committee members within the organisation.

PROCEDURE

Wynnum Family Day Care & Education Service promotes staff and educators to participate in high quality professional development.

Educators are encouraged to seek ways to build their professional knowledge and develop learning communities.

The service offers the provision of information, assistance, and training via;-

- Regular newsletter and email communication
- Educator visits referred as monitoring and support visits
- Access to WFDC 'Toolkit' for tailored training, forms, templates and resources
- Attendance at LINK with the engagement of external presenters specific to the activity
- Support to educators undertaking further study
- In-service training and information sessions
- Access to paid ECEC service subscriptions (current RARE and ParentTV)

Recruitment of Staff

DATED: July 2016

SOURCED:

- Website: www.seek.com.au
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations

POLICY

Wynnum Family Day Care & Education Service will provide a fair, ethical and transparent process for the recruitment and selection of staff.

PROCEDURE

The selection criteria and job description are placed on the Seek website. The manager receives applications via email and discusses these with the coordination unit team, and together they decide on the shortlist of applicants who will be interviewed. A selection panel is appointed. This panel may include the manager, a member of the Management Committee and others as desired (maximum of three).

Before the successful applicant is notified and a contract drawn up outlining the award and conditions of employment, referees are given the opportunity to provide feedback. Any unsuccessful candidates are notified.

Reviewed October 2018

Register of Family Day Care Educators

DATED: July 2016

REGULATION: 153, 169 (2) (c)

SOURCED:

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

Policy:

Wynnum Family Day Care & Education Service will keep a current register of all educators.

Procedure:

The register will include:

- the full name, address, and date of birth of the educator
- the contact details of the educator
- the address of the residence or approved family day care venue where the educator will be providing education and care to children as part of the service, including a statement as to whether it is a residence or avenue.
- the date that the educator was engaged by, or registered with, the service.
- when applicable, the date that the educator ceased to be engaged by or registered with the service, for the period of 3 years following that date.
- the days and hours when the educator will usually be providing education and care to children as part of the service.
- if the educator is an approved provider, the number of the provider approval and the date the approval was granted.
- if the educator is a certified supervisor, the number of the supervisor certificate and the date it was granted.
- any relevant qualifications held by the educator
- certificates relating to current approved first aid training.
- current approved anaphylaxis management training
- current approved emergency asthma management training
- evidence of any other training completed by the educator
- copy of Blue Card including the identifying number of the working with children check, working with children card, working with vulnerable people check or criminal history record check or teacher registration the date of expiry of that check, card or registration
- the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence.
- the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence.

A record is also kept on HubWorks for.

- each child educated and cared for by the educator, containing.
 - each child's name and date of birth
 - the days and hours that the educator usually provides education and care to that child

Reviewed October 2018

Registration of Family Day Care Educators

DATED: July 2016

REGULATION: 169 (2) (b)

STANDARD: 7.1

SOURCED:

- Kartelo Law

POLICY

The purpose of the contract is to ensure that the parties can meet their obligations in relation to the Education and Care Services National Law (Queensland) Act

PROCEDURE

- Each educator, on commencement with the service enters into a contract.
- This contract is valid for the term of the registration
- A certificate of registration can be provided on request and will contain the following information.
 - The name of the service
 - The educator's name
 - The educator's address
 - Name/s of any educator assistants
 - Any conditions imposed by the Nominated Supervisor

It may be necessary for coordinators, in consultation with the management committee, to issue a Certificate of Registration for a shorter period depending on particular conditions.

Reviewed October 2018

Sleep and Rest

DATE: October 2017

REGULATION: 168(2)(a)

SOURCED:

- Sleep, health and sleep development in Early Childhood Education and Care, Babies and Toddlers. Queensland Department of Education and Training
- Red Nose (formerly Sids and Kids) – principles and guidelines (<https://rednose.com.au/>)
- ACECQA – Safe Sleep and Rest Practices (October 2017)

POLICY

Sleep plays an important role in the everyday lives of young children. Sleep and rest practices are consistent with contemporary views regarding children's health, safety, and welfare (Element 2.1.2 NQS).

Sudden Unexpected Death in Infancy (SUDI) refers to all cases of sudden and unexpected death in infancy and includes deaths from the Sudden Infant Death Syndrome (SIDS) and fatal sleeping accidents. Safe sleeping recommendations target known risk factors associated with SUDI.

The safe sleep practices in Family Day Care ensure that the highest level of safety is always maintained for the children in care as dictated by Red Nose principles and guidelines (current recommended evidence-based practices). These principles and guidelines are a measure of duty of care for the service approved provider, nominated supervisor and educator.

PROCEDURE

- Children feel safe and secure in the sleep and rest environment.
- The rest environment promotes relaxation and rest.
- Adults are responsive to the sleep and rest needs of children in family day care.
- Educators monitor sleeping and resting children and the sleep and rest environment
- Sleep equipment must meet mandatory Australian Standards; safe bedding and safety checks of sleep environments are undertaken.
- Safe sleep and rest practices must comply with current Safe Sleeping principles and guidelines (Red Nose) as mandated by the service and regulatory authority.

Babies below 12 months of age will be placed on their back to sleep. Baby's feet are positioned at the bottom of the cot. Bedclothes are tucked in securely so bedding is not loose, or place baby in a safe sleeping bag.

A baby or child's face is uncovered, and head coverings are removed before being settled for sleep.

The sleep environment is safe and free from hazards. There are no doonas, quilts, loose bedding or fabric, pillows, lamb's wool, bumpers, or soft toys in the cot.

Reviewed October 2018

Sun Protection

DATED: July 2016

REGULATION: 168

STANDARD: 2.3

SOURCED:

- Cancer Council Qld
- Queensland Health – Sun Safety
- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations

POLICY

Educators and coordinators within Wynnum Family Day Care & Education Service will implement the Sun Safety Policy to protect themselves and the children in care from the harmful rays of the sun.

PROCEDURE

The following procedures will be followed:

- Educators will provide shaded areas in their outdoor environments, for children to play.
- Educators and coordinators will role model sun safety behaviours.
- Children under one year of age will be protected from direct sunlight using shade, stroller bonnets, awnings, etc.
- Outdoor activities, whenever possible, will be planned outside peak UV (10 am- 3 pm) especially in the hotter months of the year.
- Outdoor activities wherever possible will occur in areas shaded by trees, awnings, building, etc.
- The service will make available sun safety information to families enrolling children in care.
- Staff and educator will be sensitive to the religious and cultural differences in relation to the child's clothing and family preference.
- Where appropriate, families will be asked to provide the following items for their children who attend care:
 - Hat, preferable wide brimmed
 - Sunscreen with broad spectrum SPF 30+ or higher that offers UVA and UVB protection (which they have already tested on the child's skin for adverse reactions). To be applied each day before the child arrives in care
 - Long sleeve shirts and long pants (or at least knee length shorts), made from fabrics that are tightly woven
 - Sunglasses are also recommended where appropriate
- Educators will ensure that appropriate clothing and sun protection products as discussed and agreed upon with the family, will use them in a consistent and proper manner.
- Hats and sunscreen will be worn during outside activities. Sunscreen will be applied at least 30 minutes before going outside.
- Educators will follow the instructions on the sunscreen container for the age of the child.

Reviewed October 2018

The Acceptance and Refusal of Authorisations

DATED: July 2016

REGULATION: 168 (2) (m)

POLICY:

Each party is recognised as having the right to accept or refuse any contract/permission forms.

Reviewed October 2018

Visitors to Family Day Care Residences and Venues

DATED: July 2016

REGULATION: 165, 169 (2) (f)

Sourced:

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

POLICY:

Visitors must adhere to the legislation and complete the record of visitors' log

PROCEDURE:

- Educators must keep a record of all visitors to a family day care residence or approved family day care venue while children are being educated and cared for by the educator at the residence or venue as part of a family day care service.
- The record of visitors must include the signature of the visitor and the date and time of the visitor's arrival and departure.
- Children in care are not to be left alone with a visitor in the family day care residence or venue.

Reviewed October 2018

Waiting List

DATED: July 2016

POLICY:

The service aims to respond to requests for care in a timely manner and in conjunction with the requirements of the Child Care Subsidy System (CCSS) with regard to Priority of Access.

PROCEDURE:

Parent/Guardians are invited to make a request for care to the Service. Consideration is given in order of priority guidelines and suitable matching of available vacancies; a request for care does not give you a numerical position on a waiting list.

Priority of Access

Child Care Subsidies is a payment made by the Australian Government to assist eligible families with the cost of childcare. However, the demand for childcare sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for childcare support.

There may be a waiting list for childcare services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances. They are used when there is a waiting list for a childcare service or when a number of parents are applying for a limited number of vacant places.

The Australian Government has determined guidelines for allocating places in these circumstances. They set out the following three levels of priority, which childcare services must follow when filling vacant places:

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

Priority 2 – a child of a sole parent who satisfies, or of parents who both satisfy the activity test through paid employment

Priority 3 – any other child

This reflects the Australian Government's intention to help families who are most in need and support the safety and wellbeing of children at risk in accordance with the Framework for Protecting Australia's Children 2009-2020.

Reviewed October 2018

Water Safety

DATED: April 2018

REGULATION: 168

STANDARD: 2.3

SOURCED:

- Education and Care Services National Law (Queensland) Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Queensland Government – Qld Building and Construction Commission

POLICY

To ensure the highest level of safety is always maintained relating to water safety and during water-based activities. The existence of any water hazards including swimming pools or something that may constitute a water hazard including water features is a factor in the risk assessment of activities and experiences.

PROCEDURE

The following procedures will be followed:

- A water-based activity permission form is completed by all families to describe any opportunities offered for children to participate in water-based play. Risk management is completed for these experiences.
- Additional written permission is gained from parents/guardians if children are going into water for a swimming activity.
- All pools (in and above ground) are fenced to Australian Standards. All residential pools in Queensland must be registered with the Queensland Building and Construction Commission (QBCC).
- Swimming pool fencing and gates which comply with QBCC Standards are provided for in-ground and/or above ground 'fixed' pools and spas.
- Risk management plans are regularly reviewed.
- All containers used in water-based activities are emptied after each use and are stored to prevent the collection of water.

Reviewed October 2021