



**EDGE**  
EARLY LEARNING

**FAMILY**

*Handbook*



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Edge Early Learning acknowledges  
the First Nations Peoples of

*Land, Sea and Air.*

As we work and learn on Country,  
we pay our respects to Elders past,  
present and emerging, recognising  
their continuing connection to

*Culture, Country, and Community.*





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## Message FROM THE CEO

I am delighted to say that I am currently enjoying the most rewarding role I have ever had. Leading Edge Early Learning is not a job for me. It is a privilege. To see the positive impact we can have on children's lives and to hear the laughter and see the nurturing care that our educators give is incredible.

My son, Sam, attended Edge Early Learning from when we opened in October 2017 and he went off to Prep in January 2021 as a confident, happy, active and sociable young man. I am particularly proud of the amazing leadership and attention to detail our wonderful educators show every day. I have a passion for positive engagement and delivery at all levels in the early learning sector. We, at Edge, are passionate about ensuring equal opportunities.



We focus on building trusting relationships and providing culturally safe and inclusive places of learning. We actively encourage career progression, pay our team members attractive rates and provide lots of training and development for our valued team. Family and community engagement is key for us and we take our responsibility to share the gift of education seriously.



I AM PARTICULARLY PROUD OF THE **AMAZING LEADERSHIP AND ATTENTION TO DETAIL** OUR WONDERFUL EDUCATORS SHOW EVERY DAY.



# EDGE Philosophy

We are committed to delivering an exceptional early learning experience where your children can discover their potential and start school with a love of learning. We empower our educators and provide them with the environment, resources, and support required to ensure children have access to state-of-the-art learning opportunities tailored to their development.

We value the relationships that we have with our families and our community partners and believe that incorporating these relationships into children's learning will provide a better future for everyone.

## A Place to Learn

We believe in lifelong learning. Young children's play allows them to explore, identify, negotiate, take risks, and create meaning as it is their way of learning about their world.

At Edge Early Learning we have created a unique environment that is both inspiring and challenging to give your children the best opportunity to develop new skills and interests.



## A Sense of Community

We ensure that each of our centres are designed to meet the community's needs and respect the diversities that make each of these communities unique. Our passionate educators work with our families and our community partners to recognise and support the shared values that unify their community.

## Promoting Health and Wellbeing

We are passionate about the health and wellbeing of children, which is why our program promotes healthy eating and active lifestyles. We are conscious that healthy habits ingrained in a child's first five years will set the tone for future wellbeing. Our program includes physical activity, mindfulness, and basic nutritional education, in addition to providing children with a sense of self.

## Partnerships with Families

We recognise and respect that you, the family, are your child's first teacher. We believe that the knowledge you can share and provide us plays an integral part in how we create, implement, and support our educational program and daily practice. This supports our educators to develop authentic experiences that connects our learning environment to the home setting. We invite family members and members of our local community to 'inform the learning' by sharing their expertise with us and we appreciate the many talents and skills that you possess.

We place importance on sharing values and decision making with our families which in turn supports the shaping of our centre.

We encourage parents to come and spend time within the centre. If you have any special talents, hobbies, or cultural insights you would like to share, please let us know. We value your input around centre policies, procedures and philosophy and strive to collaborate with you to ensure the best outcomes for your children. We also value your input to our Quality Improvement Plan which helps us build on our strengths as a community of continuous learning.

Open communication is a key factor to our success of building strong parent and family partnerships. We feel the best options to ensure quality communication is through face-to-face conversations, Storypark and emails.

We look forward to developing these genuine partnerships with you as we work collaboratively in the shared decision making about your child's learning journey.



**WHERE YOUR  
CHILDREN DISCOVER**

*friendship*





OUR VISION IS TO INSPIRE  
POWERFUL RELATIONSHIPS  
IN EARLY LEARNING





# NATIONAL QUALITY Framework

The National Quality Framework provides a national approach to regulation, assessment and quality improvement for early childhood education and care across Australia. This includes:

- National Law and National Regulations.
- National Quality Standard.
- Assessment and quality rating process.
- National learning frameworks.

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Centres are assessed and rated by the regulatory authority against the NQS and given a rating for each of the 7 quality areas. Based on these results, an overall rating is given.

Our educators are guided by the National Approved Learning Framework, 'Belonging, Being and Becoming, The Early Years Learning Framework' (EYLF). When developing programs, they reflect on what works well and what might need improvement, to support the most effective and engaging programs based on each individual child's interest.

We strive for:

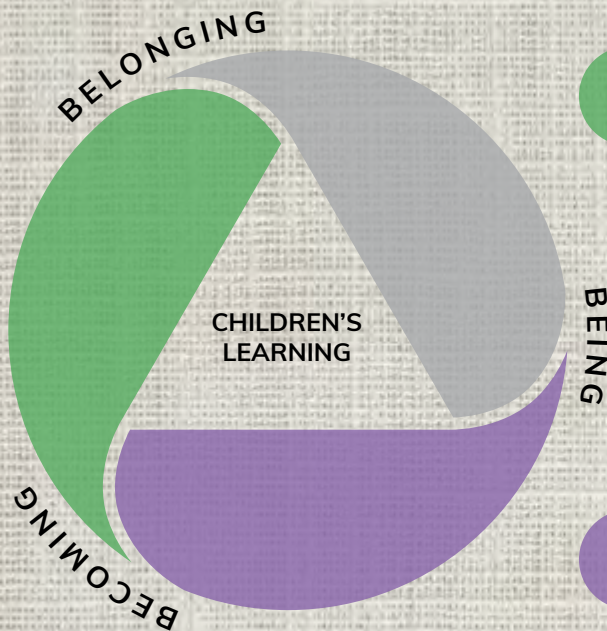
- Incorporating learning outcomes, principles and practices.
- The rights and best interests of the child are paramount.
- Children to become successful, competent and capable learners.

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

It communicates these expectations through the following five Learning Outcomes:

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





### LEARNING OUTCOMES

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

### PRINCIPLES

Secure, respectful and reciprocal relationships  
Partnerships with families  
High expectations and equity  
Respect for diversity  
Ongoing learning and reflective practice

### PRACTICES

Holistic approaches  
Responsiveness to children  
Learning through play  
Intentional teaching  
Learning environments  
Cultural competence  
Continuity of learning and transitions  
Assessment for learning

# APPROVED *Kindergarten*

## FUNDED PROGRAM



You can be confident of the educational values contained within our Approved Kindergarten Program. Edge Early Learning employs an experienced and qualified early childhood teacher to meet the Queensland Kindergarten Learning Guidelines and principles. Every child enrolled in our Kindergarten program is guaranteed\* at least 15 hours per week with our early childhood teacher, excluding Queensland school holiday periods. We include our Active Early Learning Curriculum within our fees to ensure that your child is equipped for school in every aspect of their development.

For your child to be eligible to participate in our Kindergarten program, they must be turning 4 by June 30th of that year the program is run and attend the centre for 2 or more days.

Subsidies are available to long day care centres for providing an Approved Kindergarten Program\*. Centres can claim Queensland Kindergarten Funding Scheme Plus Kindy Support where a family meets one of the below criteria:

- Health care card holder (including Pensioner Concession Card, Department of Veterans' Affairs Gold card or White card).

- Identifies as being Aboriginal and/or Torres Strait Islander.
- For multiple births, please advise the Centre Director upon enrolling if you are eligible to apply for this subsidy.

*\*Please check with your Centre Director, as to whether the centre currently offers an Approved Kindergarten Funded Program.*





## ACTIVE EARLY LEARNING CURRICULUM

### — Physical Literacy

The Active Early Learning (AEL) Curriculum was informed by the Active Early Learning Study, a two-year research partnership with University of Canberra, Deakin University and Australian College of Physical Literacy (ACPL). The study explored the core movement skills that are critical to our children's development with activities threaded through the current curriculum.

Edge Early Learning in partnership with the ACPL have implemented the AEL Curriculum in our centres to support Healthier, Fitter & Smarter children. It is an all-inclusive physical literacy program designed for 3-5-year-olds where data is collected at the beginning and at the end of the Kindergarten year and information on your child's development in this area is made available to you, the families.



**WE STRIVE TO BE  
BETTER TOMORROW  
THAN WE ARE TODAY.**

### How will it benefit my child?

The AEL Curriculum provides the best possible start for your child at a critical time in their development. Not only does it build the fundamental movement skills that are so important for a lifelong health journey, but it also supports the critical developmental areas of vocabulary, cognitive and social skills.

Physical literacy is about so much more than 'being active' and 'fit'. A physically literate child has the movement skills, motivation, and confidence to seek out and enjoy a physically active lifestyle now and in the future.



# Leaf

## EDGE Educational Program

Our Educational Program follows an Inquiry Based Approach, focusing on investigation and problem-solving which will empower children to explore the 'why'.

Our program authentically aligns with the National Quality Standards, Early Years Learning Framework and Queensland Kindergarten Learning Guideline.

Our documentation system comprises of a set of tools that support the implementation and authentic documentation of children's learning as it develops. These tools are as follows:

### Educators' Planning Tool

Educators Planning and Organisational Folder

### Group Learning Program

Documenting insights of authentic learning, both planned and spontaneous, as well as the planning and environment set up that supported this learning.

### Group Reflection

A collection of group reflection stories based on insights of authentic learning – presenting an opportunity to reflect with children, with families and as educators.

### Individual Child's Learning Journal

Your child's individual learning journey is documented using formative and summative assessments throughout the year.



## SUSTAINABILITY



Sustainability in Early Childhood Education is an important part of our curriculum and our everyday practice. Providing children with the foundations and knowledge, allows them to develop a sense of responsibility and to be active participants in the quest for sustainability.

Sustainability is often thought about as reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats. It can also be considered as being able to meet our current needs without infringing on the ability of future generations to meet their needs. Today's young children represent the first of those future generations and it's important for us to help them realise the significance of protecting their environment.

At Edge Early Learning we are committed to working towards a sustainable future for our community. We lead by example and through implementation of sustainable practices and continuous improvement in our centre.



## PRIORITY OF Access



The Australian Government has Priority of Access Guidelines for allocating places in a long day care centre. They set out the following three (3) levels of priority:

- Priority 1** – a child at risk of serious abuse or neglect.
- Priority 2** – a child of a single parent who satisfies or of parents who both satisfy the work/study/training test.
- Priority 3** – any other child.

The benefits for inclusion can be:

- The opportunity to participate in the typical experiences of childhood.
- The opportunity to be with other children and form friendships and develop other social skills.
- The opportunity for natural learning of skills in real situations.
- The opportunity to gain understanding about the diversity of people in the community.
- The opportunity to gain skills and confidence to pursue inclusion in other settings.
- Access to peer models.

Under the Priority of Access Guidelines, a childcare centre may require a Priority 3 child only to vacate a place to make room for a higher priority child. The centre can only do so if the person liable for the payment of the childcare





WHERE  
YOUR  
CHILDREN  
DISCOVER  
*themselves*



fees was notified when the child first entered care that the centre followed this policy, and the centre gives at least 14 days' notice of the requirement for the child to vacate the place.

The centre will keep a waiting list that includes the family's status according to Priority of Access. When a vacancy exists within the centre, the Centre Director will check the waiting list and offer the vacancy to the family with the highest priority that have been on the wait list the longest. The centre will give priority to siblings of children already enrolled at the centre, where the family is level one. This will assist the family unit with continuity and consistency of care.

## Family **PARTICIPATION**



We believe that parents and families play a very important part in their child's learning and development within our centre. This is why we encourage parents and families to actively participate in the care, learning and development of their children while at our centre. We encourage parents to come and spend time within the centre. If you have any special talents, hobbies or cultural information you would like to share please speak to your child's educator or the Centre Director to arrange a time that's convenient for you.

We also value your input into our daily running of our program and strive to collaborate with you to ensure the best outcome for your child, please let us know if you have any ideas or input you would like to see in your child's room program.

## PARENT AND *Visitor* **CONDUCT**



It is expected that families using our centre and associated visitors demonstrate patience and courtesy at all times. Our Team Members and Management endeavour to provide the children with positive behaviour role models. We will not tolerate inappropriate language or behaviour at the centre at any time.

Smoking is not permitted at the centre or in the car park. The car park is for families dropping off or collecting children. Team Members are advised to adhere to the parking requirements as discussed by the Centre Director. Please be thoughtful. Especially during peak times.

We have parents, children and Team Member codes of conduct that must be adhered to at all times.

If parents or family members are in breach of the code of conduct, the enrolment may be at risk of termination.

## OPEN DOOR POLICY

Our centre has an open-door policy, whereby parents and family members are encouraged to “stay and play”. Parents are encouraged to be involved in the centre by attending social and educational events, giving feedback about the centre and assisting with the review of the Policies and Procedures.

Parents and families using our centre are encouraged to maintain open lines of communication with our educators and team members. This will ensure we are able to maintain an avenue through which parents can express their needs, thoughts and concerns in a constructive manner, aimed at a positive outcome for all concerned and to support the centre in continuing improvement.



## Enrolment INFORMATION

To commence enrolment, you can join the waitlist on our website or speak to the Centre Director at your preferred Edge centre.

Once a place becomes available within the centre, we will notify you and email an offer of care which you can accept, decline or request alternate days.

Upon enrolment each child will receive a Welcome Pack which will consist of a back pack, drink bottle, hat and wet bag or T-shirt for children 4+.



## COURT ORDERS

Where custody orders are in place that affect the child, you must provide the centre with current court papers to have this enforced. In the case of non-custodial parent coming to collect your child, our Centre Director will contact the police then notify you of the incident.

Our educators will follow the court instructions to the best of their abilities.





HELPING  
CHILDREN  
TO BECOME  
CONFIDENT  
AND  
INVOLVED  
LEARNERS

## Updating YOUR DETAILS

It is extremely important for the welfare of each child that the centre maintain current enrolment details. It is important that changes such as contact details, workplace, marital status, and people authorised to collect your child, allergies, immunisation etc, be PROMPTLY advised to the Centre Director in writing. This is of the utmost importance to all families within our centre.



## Fees

### Child Care Subsidy

The Child Care Subsidy is the main way the Government assists families with their childcare fees. The Child Care Subsidy that commenced on 2nd July 2018:

- Replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy.
- Is paid directly to the childcare provider and applied to the family's account.
- Is simpler than the previous multi-payment system.
- Is better targeted and provides more assistance to low and middle income families.

Our centre has approval for Child Care Subsidy (CCS). This means that if your family is eligible for CCS this will be calculated based on your percentage and applied to your account leaving only the gap fee to be paid.

It is the responsibility of the parent to register for CCS and this can be done by contacting Centrelink, either in person or by phoning 136 150 or by accessing their MyGov account at mygov.au

### Payment of Fees

**Prior to your child's commencement, payment of fees are required (current week plus two week's in advance). Fees must be two weeks in advance at all times.** Direct Debit is our preferred payment option. If fees are not kept up to date it will jeopardise your child's booking and their position may be suspended or cancelled.

Your child's booking at the centre is permanent. Therefore, fees are payable for all days including absences (sickness or holidays) and public holidays. This ensures that a booking is always reserved for your child.

Statements will be sent out each week via email Please ensure you check over your statement and contact the Centre Director should you have any questions or queries.

## Late Collection or Early Drop-Off Fees

Administration fees will be charged if your child attends outside your agreed session time. This includes early drop-off and late collection. No Child Care Subsidy (CCS) can be claimed for outside the session hours, where the administration fee has been applied. Late fees are charged as follows: \$1 per minute per child for each minute if your child is dropped off prior to the commencement of their booked session hours. A charge of \$30 per child for every 15 minutes if your child has not been collected once the session ends.

When you are completing your Enrolment Form you will be asked to agree that you have read and understood your responsibilities in relation to fee payments.

## Outstanding Accounts

We have implemented a 'No Debt Tolerance' with a proven Debt Management Procedure. If your account falls in arrears we will take steps to collect the amount outstanding. You may be at risk of losing your child's position within our centre if fees are not paid. All costs incurred during recovery of outstanding fees will be charged to your account.

## Cancellation of Care

If you wish to withdraw your child from the centre, you are required to give two weeks written notice of your intention to do so. Two week's full fees are payable should you fail to give notice of termination of enrolment and your child does not attend. All outstanding fees must be paid in full before withdrawing from the centre.

Two weeks' notice is also required to reduce the number of days your child is enrolled. In the event of ongoing late payment of fees, the centre reserves the right to terminate an enrolment. The centre also reserves the right to terminate an enrolment where a child has been absent for 2 weeks or more without notice.

## Allowable Absences and Holidays

Families are requested to phone the centre if their child is unable to attend for the day.

Each child is entitled to 42 Allowable Absence days (referred to by the FAO as Allowable Absences) each financial year and still claim CCS for these days. Once a child has been absent for more than 42 Allowable Absences (across all childcare centres you may use) families will no longer be entitled to CCS for any additional absences without providing a documented reason unless they are for the following:



- Illness with a medical certificate.
- Non-immunisation.
- Parent/Guardian with a rostered day off and a Statutory Declaration signed by a JP.
- Parent/Guardian with a rotating shift and a Statutory Declaration signed by a JP.
- Periods of local emergency.
- Court ordered shared custody.
- Attendance at Preschool (where applicable).

Please note there is no limit to the number of approved additional absences as listed above (such as medical certificate).

If you are taking holidays, please inform the Centre Director with as much notice as possible, to help us coordinate our staffing requirements.



**WHERE YOUR  
CHILDREN DISCOVER**

*imagination*



## WHAT TO *Bring* TO CARE



Please speak with your child's educator for more detail regarding what to bring each day.

Below is a suggested minimum guide we recommend:

- Wide brimmed, bucket or legionnaires hat (recommended by the Cancer Council). An Edge hat is provided in your Welcome Pack.
- Bag or back pack that fits into our lockers.
- A water bottle.
- At least 2 changes of spare clothes and underwear. (If toilet training please allow extra changes and/or training pants).
- Fitted cot sheet for rest time and a blanket in the cooler weather (please note that children under 2 will not be allowed to use pillows for their rest time. Please refer to our Sleep and Rest Policy for more detail).
- A dummy or comforter if required.
- Bottle/bottles for milk or formula (for further information on providing formula, breast milk or cow's milk please see our nutrition policy).

## Toys from Home

Our centre has lots of wonderful resources for your child to engage with and enjoy while at the centre. We ask that any toys be left at home. We understand these items are

very special to your child however we do not want to see them get lost or broken. If your child has a special comfort toy please ensure that it is clearly labelled, and your child's educator is aware of them. If your child brings in something special for show and tell, please advise one of our educators so it can be placed in a safe spot until show and tell time.

Our centre cannot accept any responsibility for the care of any personal items brought into the centre.

## Children's Belongings and Clothing

Children should wear appropriate and practical clothing, including footwear, to provide safety and comfort during play and other activities. Suitable footwear must be worn at the centre. Thongs are not suitable as they can be dangerous when children are climbing, running and jumping. All children require a hat for outdoor play.

The centre will aim to take every precaution to prevent lost property. Unfortunately, items can go missing from time to time. The centre will keep any lost property together and make it available at the centre for families to search for any missing items. If items are still uncollected after a period of time, they will be donated to a local charity. To avoid your child's precious belongings becoming "Lost Property" it is imperative that you label ALL your child's belongings.



Storypark is an easy-to-use private online platform that helps educators, parents and families work together to record, share and extend children's learning. We capture a child's development by posting photos, videos, stories, moments, notes and responses. When you enrol, the centre will create a profile for your child. You will receive an invitation to join via email and once you have joined you will also have the ability to invite your extended family members.

Each room will upload your child's learning journey through photographs and observations.



## DROPPING OFF AND *Collecting* CHILDREN

Children are to be delivered to and collected from inside the building by a responsible adult who identified in the child's enrolment form. Our centre will not release any child into the care of someone not known by Team Members. If our Team Members do not know the person who has arrived to collect the child, then that person must provide photo ID as proof they are the person authorised to collect the child from both the enrolment form and or other written confirmation of collection (please note that any person authorised to collect a child must be over 18 years of age).

If the child has not been collected by closing time, we will then begin to contact the parent or family member on the numbers provided (it is important that these are always up to date). If we are unable to reach the parent or family member, we will then begin to contact the individuals listed on the emergency contacts list.





## Signing CHILDREN IN AND OUT

As part of our goal to be a more sustainable centre, we use a digital sign in/out process completed on the iPads found in reception.

**It is a legal requirement for your child to be signed in and out of the centre each day.**

The sign in and out records are used for emergencies and for the calculations of Childcare Subsidy (CCS).

If a child is away for a booked day, absent because they are unwell or on holidays the corresponding days must be confirmed via authorised person's digital login. Failure to confirm any booked days or absences will result in the removal of Childcare Subsidy (CCS) for that day you will be charged full fees.

On your first day of enrolment our Centre Director will help setup up your individual login, all authorised persons that you put on your child's enrolment form will have their own unique login for signing in and out.



## Settling YOUR CHILD INTO CARE

The transition to childcare for the first time or starting at a new childcare centre can sometimes be very emotional for both the child and their families. Our team members look forward to supporting you and your child as they transition into our centre each day. If possible prior 'Stay and Play' visits with your child are a wonderful way to assist your child to become familiar with the centre, their room and the educators who will care for them. This may help to reduce some of the anxiety around separating from parents on their first day. Please speak with the Centre Director to discuss when would be most suitable for you and your child to visit. Please note you are required to stay on the centre premises during these visits.

On your child's first day it is a clever idea to allow plenty of time to settle your child. If time permits sit with your child and assist them to transition to the centre and engage in an activity. Please see any of our team members to pass on any messages or instructions for the day as well as giving them an approximate time for your return to the centre.

When it is time for you to leave, we encourage you to say goodbye to your child and let them know when you will be back. Even if your child is upset, say goodbye and leave, which will develop a positive 'goodbye routine'. Educators will give priority to nurturing relationships and providing children with consistent emotional support. This will assist children to develop the skills and understandings they

need to interact positively with others - regardless of their age. Please do not hesitate to phone our centre to see how your child has settled as many times as you need. The easiest way for your child to understand when you will return is by linking this to their routine.

It is important that you return when you have said you would. If you are going to be late, please let the centre know and we will explain this to support your child. 'Separation Anxiety' is normal during early childhood and occurs when a child becomes upset when separated from a parent / authorised person. Separation anxiety usually occurs from six to eight months of age and can last until about four and a half years of age although it can last longer if the child has had painful separations in their early years. Separation anxiety reflects the child's attempts to hold on to what is safe in a scary world and it will settle down as the child grows older and more confident.

## PARENT/ EDUCATOR *Communication*

Information regarding your child's day will be documented and available for you each afternoon. The information provided includes details regarding sleep, toileting, meals and activities (if appropriate). Educators will speak to you informally at drop off and pick up times should any issue arise during the day, and we will give you a courtesy call to discuss.

Open communication between parents and staff facilitates positive home/childcare relationships based on trust and positive co-operation. If parents need to have longer talks with educators, it is important to make an appointment outside of session times rather than take the educator's attention away from the children.



**WE RESPECT PEOPLE,  
VALUE DIVERSITY AND ARE  
COMMITTED TO EQUALITY**

## Health and Hygiene

To minimise the risk of infection in our centre we follow the 'Staying Healthy in Childcare 5th Edition' guidelines for exclusion periods. If a child in care has a suspected infectious illness, the parents will be contacted and asked to collect the child as soon as possible. Parents are encouraged to seek medical advice and inform our centre of the outcome. If parents cannot be contacted, we will endeavor to contact other individuals listed on your enrolment form.

Children with a suspected or confirmed infectious illness must produce a medical certificate before the child can return to our centre. The centre will post signs to inform families of confirmed infectious outbreaks with information relating to the illness. 'Staying Healthy in Child Care 5th Edition' provides essential information to early childhood centres. For more information, please log on to: <https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services>. The Centre Director has the right to ask for a second opinion if they feel the child has not fully recovered from a suspected or confirmed infectious illness.

As per the Education and Care Services National Regulations, each team member must observe good health and hygiene practices and ensure the childcare facilities be kept clean and in good repair.

The three most important ways of preventing the spread of infectious diseases are:

- Effective hand washing.
- Exclusion of sick children and team members.
- Immunisation.

We consider hand washing and hand drying as the most effective way for our team members to minimise the spread of infection. This is an important routine for both team members and children.

Our team members follow the practices below:

Team members are encouraged to wash their hands:

- On arrival at our centre and before departure each day.
- Before handling food, including babies' bottles, before and after eating.
- After changing a nappy, assisting children with toileting, or using a toilet themselves, after cleaning up blood, urine, faeces or vomit (even if wearing gloves).
- Before and after giving medication.
- After coming in from outside play.



## Immunisations

As part of our enrolment process you will be asked to provide the centre with a copy of your child's immunisation record. Immunisation is not compulsory however it is a requirement for you to claim CCS.

A child who is not fully immunised may be excluded from the centre in the event of an outbreak of an infectious disease for their own health and wellbeing.

For more information please call the Family Assistance Office **13 61 50** or log on to: **[www.familyassist.gov.au](http://www.familyassist.gov.au)**

## Illness and Exclusion

As an important step in the control of infection, we ask that if your child is unwell, that the best place for them to be is at home where they can rest and recover faster.

If your child becomes ill while at our centre, you will be contacted and asked to collect them. At times, you may be asked to provide a medical clearance before they are able to return to ensure your child receives the care they need and to minimise the risk of infection to others.

In the case that your child is absent, we request that you phone the centre and let us know the reason why they are away and expected date of return.

## Medication

If your child requires medication to be administered at the centre, a medication form must be completed by a parent /authorised person. All medication must be in its original container with the dispensing label or doctor's letter confirming the child as the prescribed person and the required dosage and frequency. This applies to all medications; regardless of whether they are non-prescribed such as teething gels, nappy creams etc. or prescribed such as antibiotics. Under no circumstances can medication be left inside a child's bag.

In the case where a child has a high temperature, a parent/guardian/authorised contact will be contacted to collect the child. In the event of an emergency, our centre is able to administer children's paracetamol with verbal permission from a parent/guardian/authorised contact before administering. Educators will complete the Illness in Care Record and the parent/guardian/authorised contact will be asked to sign upon arrival at the centre.

Once paracetamol has been administered, we will continue to monitor your child frequently until they are collected. An ambulance will be called if the Responsible Person in Charge at the centre identifies that the child is in immediate danger as per first aid directions.

## Sleep and Rest

We provide Sleep and Rest opportunities for our children at any time of the day. This is a requirement of Education and Care Services National Regulations and National Quality Standards to allow for supervised sleep and rest periods for all children. This period will be varied on a daily basis and in accordance with the age of the children.

If your child does not require a sleep, they will be provided with quiet activities during this time.



# Nutrition

Good food habits need to be developed at an early age. It is important that we are meeting the nutritional, social, cultural, and educational needs of the children in our care.

We pride ourselves on offering children wholesome nutritious food that gives them sustained energy they need to grow and develop. The centre provides all meals for the children. We follow strict nutrition guidelines set out by Nutrition Australia to ensure that children are receiving all the vital nutrients and minerals they require to grow.

As part of the enrolment process, you will be consulted about the nutritional needs, cultural preferences, allergies and intolerances (including anaphylaxis) for your child. This information will be communicated with all team members in the centre.



**WHOLESUME NUTRITIOUS  
FOOD FOR SUSTAINED ENERGY  
TO GROW AND DEVELOP**

## *Accident* AND INCIDENT

In the case of an accident or incident involving your child at our centre, qualified first aid team members will administer first aid.

If an injury requires further medical attention the parent / guardian will be contacted immediately. If our centre is unable to contact a parent/guardian or another person from the emergency contact list on the enrolment form, we will arrange a plan of action. The Nominated Supervisor or Responsible Person in Charge will act on behalf of the parent/guardian to seek the appropriate medical assistance. We will ensure that a team member the child knows always accompanies them until the parent/guardian arrives.

**Documentation of all incidents will be made on the Incident Form and the parent/guardian will be asked to sign this on collection of their child. Any serious accidents/incidents that involves urgent medical attention will be reported to the Regulatory Authority. If you seek medical attention following an accident/incident at our centre, please notify the Centre Director so that a notification can be submitted to the Regulatory Authority.**

## MANAGEMENT OF ASTHMA, ANAPHYLAXIS AND OTHER CONDITIONS

If your child has an ongoing condition such as Asthma, Anaphylaxis or other conditions (for example Diabetes) which needs regular medical support from the centre, please inform your Centre Director so they can advise you on our required documentation to support the child's medical condition while in care.







## Sun SAFETY

Sun safety is vitally important and our centre adheres to our Sun Safe Policy and Procedure. Parents/guardians are encouraged to ensure that children have sunscreen on all uncovered areas prior to leaving home in the morning or on arrival at the centre. Educators will apply sunscreen 20 minutes prior to outdoor play.

Parents/guardians are encouraged to dress children in suitable clothing which covers as much skin as possible. All children and educators must always wear a sun safe hat when outdoors. The Cancer Council of Australia recommends the use of a 'broad brimmed or legionnaire style hat'.



WHERE YOUR  
CHILDREN DISCOVER  
*wellness*

## GUIDING CHILDREN'S *Behaviour*



Team members and families share a common goal of best outcomes for children. Children are encouraged to build resilience and to develop social skills that will allow them to resolve conflicts and meet their needs without the use of inappropriate behaviour.

Children are encouraged by educators to respect themselves and others. Educators will do this by providing children with clear guidelines and support when necessary.

We are here to work in partnership with you to encourage positive behaviour. If you would like to discuss anything with us, please let us know and together we can put strategies in place to assist your child to make good choices.

## *Emergency* AND EVACUATION



Emergency evacuation drills are held on a regular basis at our centre to ensure a thorough understanding of emergency procedures and to demonstrate how safety procedures may be applied in an emergency situation. Our drills cover such possibilities as fire, bomb threats, floods/storms, blackouts, smog episodes and disgruntled persons attack. It is important that team members use teaching opportunities and discuss emergencies and evacuations

with the children in both a formal and informal manner. Our centre has up to date emergency plans in place and ensures that all of our centre team members are trained in what to do when there is an emergency. Fire extinguishers and fire blankets are placed strategically throughout the centre. Each child is identified during an evacuation and an attendance record is taken.

## CELEBRATING *Birthdays*



You are welcome to organise a celebration with the centre educators prior to the birthday so that both you and your child can fully enjoy their special day. We have children and families at our centre from a number of various religious and cultural backgrounds, and special dietary requirements so we ask that families do not bring in cakes to ensure we are minimising risk for all children.

We can arrange a cake from our food supplier. These cakes can be tailored to suit the dietary requirements of the children in the centre, so that all children are able to enjoy a piece of cake with the birthday child.

The cost of the cake can simply be added to your account, please discuss pricing and your options with an educator or member of the centre leadership team at least two weeks before your child's birthday so we can best prepare.





## Privacy

Our centre is committed to supporting the Australian Government National Privacy Principles for the fair handling of personal information. Our centre respects families' right to privacy of their personal information and our educators will follow strict procedures to protect information being collected, stored and used as part of the centre operation.

## Child Protection

From 1 July 2017, all early childhood educators became mandatory reporters of child abuse or suspected child abuse. Our educators are required to act in the best interest of children and to protect them from risk of harm or neglect. If our Centre Director or educators come to suspect a child may be at risk of harm or neglect, they will follow strict legislative procedures to support the child and to report their concern to the local Regulatory Authority responsible for child safety.



## Exclusion

In addition to exclusion due to illness, the exclusion, either temporary suspension or withdrawal, may be applied under the following conditions:

- Inappropriate, abusive or threatening behaviour from a family member, or their associate, towards children, educators, families or other visitors at the centre.
- Ongoing physical or verbal aggressive behaviour by a child where other children and educators are at risk. This will only be considered after the implementation of a comprehensive collaborative behaviour plan, and support and guidance has been given to the child and family.
- Continual lateness or non-payment of fees, with consideration being given to individual circumstances and the final outcome will be communicated to all involved by Edge Early Learning.

## Grievances

At Edge Early Learning we appreciate that misunderstandings can occur when issues are not communicated effectively.

If you have a grievance, we recommend addressing your child's educator first, or your Centre Director, depending on the nature of the grievance. If a mutually acceptable outcome has not been reached, your grievance can be



escalated to Edge Early Learning Management. We expect that all families abide by the Family Code of Conduct.

## Policy Compliance and Implementation

Our policies and procedures are developed to guide and protect everyone who takes an active interest in our centre. Policies and procedures are regularly reviewed in consultation with our children, educators, families and community.

Best practice is always applied and strengthened by centre individuality. This is reflected in the day-to-day operations of the centre. Full details of our Policies and Procedures are available at the centre all times.

We expect our staff and families to adhere to our policies and procedures always to ensure we maintain compliance and abiding by the National Law and Regulations.

We regularly review our policies and procedures and encourage Team Members, children, communities and family's participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our centre and may lead us to change our policies and procedures.



## Support Office Contact Details

Phone

3846 4553

Email

[enquiries@edgeearlylearning.com.au](mailto:enquiries@edgeearlylearning.com.au)

Address

4/70 Cordelia Street, South Brisbane 4101

