



Buttercups Parent Handbook

Service Information

Our Service caters for children aged 6 weeks to 5 years. We are open from 7.00 am to 6.30pm Monday to Friday, (52 weeks of the year) and closed on WA public holidays. Notice of public holiday closures will be displayed at the Centre.

We have 4 classrooms,

- 3 months – 12-13 months - Poppy Room (Baby's)
- 12-13 months – 20 months – Tulip room (Wobblers)
- 2 to 3 year olds – Daisy Room (Pre Kindy)
- 3 to -5-year-olds- Daffodil Room (Kindy)
- These groupings are not strictly in the age groups, as it may depend on the child's stage of development and emotions.

Contact Information

Phone: 08 9227 9307

Email: admin@buttercupschildcare.com.au

Website: buttercupschildcare.com.au

Service Providers: Buttercups Childcare Pty Ltd

Childcare Centre Manager: Marcia Goldsworthy

Childcare Director: Diana Dunning

Fees

Our full fee for children under 3 is: \$135 per day before Child Care Subsidy has been applied.

Our full fee for over 3's and Kindy children is \$129 per day before Child Care Subsidy has been applied.

We offer a generous discount for a 5 day a week booking, of \$80.00 for the 5th day.

Families are required to complete the online Child Care Subsidy assessment via myGov website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the person linked with the child, as long with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy.

Fees are managed in line with Buttercups Fee Policy, please request a copy from the manager. Fees are requested to be paid fortnightly in advance and a bond is required to be paid prior to commencement.

Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type

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

It is now a CCS requirement that any additional or casual days are completed in writing.

Regulatory Authorities

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

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state Education and Care Regulatory Unit (ECRU) in Western Australia. To contact our Regulatory Authority, please refer to the contact details below.

Government of Western Australia
Department of Local Government and Communities Education and Care Regulatory Unit
111 Wellington Street East
Perth 6004
Phone: 08 65518333
Fax: 08 65521555
ecru@dlgc.wa.gov

Service Closing Time and Late Fees

Please be aware the Program closes at 6:30 pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:30 pm. A late fee is incurred for children collected after 6.30 pm.

The fee is \$15 per child for every 15 minutes or part thereof. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of information in the file.

Service Policies and Procedures

You will find a copy of our service policies and procedures at reception. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abiding by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

Buttercups Philosophy

Buttercups is about “**Building Brighter Futures**”

At Buttercups we are **committed** and **passionate** about promoting the overall development of children in our care. We promote the five statements of the Early Years Framework which are: Children have a strong sense of identity; Children are connected with and contribute to their world; Children have a strong sense of wellbeing; Children are confident and involved learners; and Children are effective communicators. We will promote this learning, whilst delivering the highest standards of child care in a safe, warm and welcoming environment.

We believe each child is an **individual**, with **unique abilities** and teach our children to learn through play, shared interests and meaningful interactions with each other.

We will provide rich play based experiences, to support children’s learning and cater for each **individual** child’s development in the areas of physical, social, emotional, cognitive, creative and moral growth both indoors and outdoors.

As part of our philosophy, we believe in our “**Buttercups Approach**” which is for our educators to know every child and their families, promoting our core philosophy in making “**Buttercups**” a warm, safe, friendly, encouraging and **homely environment** that enables the children and parents to develop close relationships as they work in partnership and have a shared understanding of the goals for each child.

We are **passionate** about the care we provide and believe that all children should be treated equally, each child’s social and cultural background is acknowledged and **respected** and that children should be encouraged to learn to be **inclusive** and **respectful** of the values and roles of those in our **diverse** society and local community. As part of our employment strategy, we are **inclusive** and embrace the employment of **diverse** educators which promotes a rich learning environment.

We believe strongly that good nutrition, coupled with active body and physical activities, are the bedrock of lifelong health and we encourage healthy eating to stabilize children’s energies, sharpen their minds, even out their moods and shape their appreciation that a healthy diet is paramount to their wellbeing through life.

Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the bond and one weeks advance fees.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated or certified supervisor of any changes to enrolment information including:

- Address
- Health/medical
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

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

Goals for your child at our Service

“We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

Maria Montessori

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

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

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

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

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

Educational Program

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

Children have the right to be recognised as the bearers of important rights: individual, social and legal. They both carry and construct their own culture and are therefore active participants in the organisation of their identity, their autonomy and their capabilities. The construction of this organisation takes place

through relationships and interactions with peers, adults, ideas and objects, as well as both real and imaginary events of a communicative world.

Loris Malaguzzi

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

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

Although our curriculum is inspired by two strong pedagogies Loris Malaguzzi (founder of Reggio Emilia) and Maria Montessori, other early years theorists may also be used to support individual Educators programming and reflections.

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

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

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

Being

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

Becoming

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

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

Portfolios

Every child will have a personal, confidential portfolio comprising of;

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples

- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.

The portfolio will be used in Parent/Educator meetings throughout the year and is always available for you to review at your convenience.

Parent Participation

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

Your involvement can be as formal or active as you like. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available at reception, office and in each room.

Family Skills, Interests and Talents

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

Your Occupation or Hobby

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

The valuable learning from these discussions about occupations and hobbies can be explored with the children, developing their understanding and interest into projects and role play.

Your Home Culture

We welcome diverse cultures and backgrounds at our service. We would greatly appreciate it, if you were able to share aspects of your home culture and family life with us. This would assist us to incorporate and enrich the lives of our families and children in our program planning.

Reading (especially good for grandparents)

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

Recyclable Items

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

Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

Suggestions

Parents are welcome to visit or call Buttercups at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know. A suggestion box is available at the front entrance at all time.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns we do however encourage families to discuss any concerns with the director so that your concern may be addressed at the earliest convenience.

For the information of where and who to send a formal complaint to is on display in the foyer.

Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day. We have many types of communication we use for families, which include:

- Newsletter
- Phone calls to your work
- Email
- Letters
- Kindy Loop
- Face to face
- Communication books

Mid-year and End of year interviews (If required)

Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service.

Without a Court Order we cannot stop a parent collecting a child.

Arrival and Departure

On arrival, it is a legal requirement that all children are signed in on arrival and presented to an educator.

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

Prams

Parents are most welcome to leave their child's pram at the Service during the day, although we do not accept any responsibility for the prams or any contents left in it. We do ask that no valuables, medications, cigarettes, Etc., are left in the pram.

Orientation program

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend Buttercups in the company of the primary carer. The first visit is to meet the educators and the child to explore his new environment. During the orientation visits, the educators will spend time discussing and interacting with the child and the family member which is the beginning of the bonding and building of relationships between them.

This will give the parent/carer time to observe how the child and educators interacted with other children, which will reassure them seeing firsthand the positive tone – the buttercups way. This gives you and your child the opportunity to gain an understanding of our program, the layout of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling in period.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to Buttercups. Orientation visits maybe repeated as many time as staff and families feel necessary in the two-week period after the child is left in the care of the staff at Buttercups. We encourage you to phone at any time to check on your child's progress throughout the day.

Communication between home and Buttercups must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family than the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you, but in the Educator who is reassuring your child about their day and when you will be returning. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities will return. Rest assured that we will ring you if your child is distressed.

What to bring to Buttercups?

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled. Water bottle, spare clothing and comforter, (Nappies, baby bottle or dummy, formula if applicable) are all items that will help the child feel a sense of security with their own belongings from home.

We try to encourage a healthy nutritious diet at Buttercups based on Australian Dietary Guidance for children.

Your child's religious, cultural and health will be respected and accommodated.

All meals and snacks are displayed on a weekly menu in the foyer. Meals are as follows.

- Breakfast (7.00 am to 8.00 am)
- Morning tea
- Lunch
- Afternoon tea
- Late snack

Due to the strict Food Safety guidelines and regulations **food from home is not permitted due to severe allergies within our service!**

For special circumstances please discuss your connections for request with the service manager.

Any food or drink brought into the Service must be temperature checked in accordance with the Food Safety Guidelines.

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

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

Children	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
Girls and boys 1-2 years	2-3	0.5	4	1	1-1.5	0
Girls and boys 2-3 years	2.5	1	4	1	1.5	0-1
Girls 4-8 years	4.5	1.5	4	1.5	1.5	0-1
Boys 4-8 years	4.5	1.5	4	1.5	2	0-2.5

Reference: Nutrition Australia

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

Breastfeeding

This service supports breastfeeding. Families that are breastfeeding should speak to the nominated or certified supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our nominated or certified supervisor to be aware on how we need the formula prepared and stored.

Clothing

It is helpful to your child if they are dressed in non-restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Please label all children's belonging.

Unsuitable shoes are thongs and gumboots and we prefer that these are NOT worn at Buttercups. Lace up joggers or sandals are appropriate. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops and hats that are broad brimmed are essential for effective sun safety.

Spare clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

Behaviour Guidance

Educators follow a Behaviour Management Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. At Buttercups where challenging behaviours exist we promote a partnership with the families to positively support behaviour guidance strategies to be implemented. If you require further information on this policy, please ask Educators and refer to the policy book.

Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant and comfortable time for all children. We provide cots for the baby's room and stretcher beds for children and play soft music in the background. Your child may wish to sleep needs with Educators bring a security item to have at rest time. Sometimes children do not want to sleep but then do not cope emotionally later in the afternoon. Please discuss your preferred sleep time routine for you child with the room Educators. For children who do not want to sleep, quiet activities will be provided.

Birthdays

It is very exciting for a child to be having a birthday. Due to the many allergies and dietary restrictions we ask that you discuss your child's birthday with the educators. They will arrange with our cook to have a cake made that is suitable for all children to have. If you have any further information about birthday parties, please feel free to discuss this with the educators or management.

For further information, please see our Celebration Policy.

Family Photo

We have in all rooms a Family wall/tree. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 50), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

Sun Hat

A sun protective hat must be worn every day when playing outside for protection against the sun. This should be a broad brimmed hat or legionnaire style hat which provides the most protection. Caps are not considered suitable for outdoor play. Please ensure your child's hat is included in your child's bag every day regardless of the weather conditions.

NO HAT NO OUTDOOR PLAY! SLIP, SLOP, SLAP. See our sun safety policy for further information

When should I not send my child Buttercups?

Our service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at Buttercups the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend Buttercups if they have had Panadol within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with Buttercups as to whether or not you will need a certificate before your child returns.

Infectious Diseases

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.

Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

Immunisation

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in child care. The Public Health Act 2010 prevents NSW child care centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

For an up to date immunisation schedule, please refer to your enrolment pack.

Medication

Educators can only administer medication prescribed by a doctor. They cannot administer nonprescription drugs or dietary supplements unless Buttercups is provided with written authorisation by a doctor.

Medication can only be administered to a child by Qualified Educators from its original packaging with pharmacy instruction, must be in date and can only be administered to the child whose name appears on the medication label.

On arrival at Buttercups, families must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. Buttercups has a procedure the staff follow to minimise allergic reactions.

Buttercups requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 6 months.

Accidents

The Manager or nominated supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that Buttercups has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

If any injury to the head at all occurs, parents will be given a courtesy call to inform them and advise that the child will continue to be monitored. For all other minor injuries the parent or guardian will be advised on collection.

Emergency Drills

Throughout the year Buttercups will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be displayed in every room.

Children's Safety

Although we do not have parking bays, there are two 5 minute drop off bays directly outside the Centre.

- Never leave children unattended in cars while collecting children from Buttercups.
- Car parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

Workplace Health and Safety

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Manager or Nominated Supervisor immediately.

Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

Parent Acknowledgement

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

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

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

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

Have you completed the orientation evaluation? Please circle

Yes/ No

Review

Review Date			
Date	Version	Reason	Updated by
October 2016	1	Implementation	Marcia Goldsworthy
Mach 2017	4	Updated information	Diana Dunning
Jan 2018	5	Next Review Date	Jan 2019
May 2018	6	Changes to fees, room names added new CCS information	May 2019
March 2019	7	Added info regarding fortnightly fees	June 2019