



Paisley Park  
Early Learning Centres

# PARENT HANDBOOK



# A Word From Our Founders

---

Dear Parents and Guardians,

It is a pleasure to welcome you and your family to Paisley Park Early Learning Centres. As parents or guardians, you are the first Educators of your children, so establishing open communication with you is essential to provide the best possible care for the children we nurture and educate. You will find our dedicated team receptive to all of your suggestions and concerns and we encourage you to freely express yourself.

By choosing Paisley Park and our team of experienced educators, you have become a part of dynamic family that measures its own success on the daily outcomes of all of our children. As a founder-led business, we take pride in the personal relationships we develop with you and your family as your child grows and gains the confidence to embark on a happy and successful future at school.

*Best wishes,*



**Kal Wieczorek-Ghisso**  
Director / Co-Founder



**Peter Raue**  
Director / Co-Founder



**Paisley Park**  
Early Learning Centres

Welcome	1
About Us	1
Paisley Park Mission Statement	1
Paisley Park Philosophy	3
Paisley Park Management Structure	4
Education and Learning	5
Learning Space	5
Artistic Expression	6
Music	6
Technology	6
Playground	7
Literacy	7
Room Routines	8
Room Mascots	9
Daily Program	10
Social Learning	11
Managing Emotions	11
Intellectual Stimulation	11
Physical Outlets	12
Spiritual Discoveries	12
Excursions	12
Documentation of Learning and Children's Portfolios	13
School Preparation	13
Specialised Support	14

Food and Nutrition	15
Our Menus	15
Our Dining Spaces	15
Daily Meals	16
Rest Time	16
Page Omitted	17
Page Omitted	18
Family Partnerships and Ongoing Communication	19
Starting Out at Paisley Park	20
Hours of operation	20
Drop Off and Collection Guidelines	20
Signing In and Out	20
Arrival and 'Drop Off' Procedure	20
Collection and 'Pick Up' Procedure	21
Fees	21
Payment of Fees	22
Unpaid Fees	22
Child Care Benefit (CCB) and Child Care Rebate (CCR)	23
Agreed Hours	23
Centre Policies	24
Centre Procedures	25
Priority of Access Guidelines	25
Waiting List	26
Enrolment	26

Changing or Increasing Days of Enrolment	27
Custody, Court Orders and Access to Children	27
Change of Address and Contact Details	27
Managing Transitions	27
Withdrawal of Care	28
Promotions	28
Staff	29
Team Members	29
Casual and Relief Staff	29
Students	29
Volunteers	30
Preparing for the First Day	30
What Clothes to Bring	31
Other Items	32
Toys from Home	32
Settling In	32
Toilet Training	33
Privacy and Confidentiality Declaration	33
Health Related Matters	33
Immunisation	34
Immunisation Guidelines	35
Health Policies	35
Common Health Conditions and Infectious Diseases	35

Exclusion Periods Explained	36
Asthma	36
High Temperatures	37
Antibiotics	37
Medical Clearance	37
Medication	37
Accidents and Incidents	38
Anaphylaxis and Allergies	38
Feedback and Grievances	39
National Quality Standards	40
Legal Matters	41
Baby Sitting	41
Social Media	41
Parking of Cars	42
Final Words	42



# Welcome

---

We would like to welcome you to our Paisley Park family, a family committed to ensuring your child is nurtured in their learning and development which will ultimately lead to their success. As part of your enrolment you will receive documentation that will provide you with information about our Centre, our routines, policies and programs which we encourage you to read thoroughly.

One of our priorities in establishing a long-term partnership with you is effective communication. The information provided in your enrolment package is just one strategy implemented to ensure you are kept well informed. As your child settles into Paisley Park, you will notice various procedures and systems in place to ensure daily experiences are implemented in a way that maximises your child's learning, development and safety. It is therefore essential that you familiarise yourself with the many ways we implement Centre activities and routines, keeping in mind that they are subject to change when regular review processes take place.



## About Us

---

Built on 30 years of expertise  
in early education  
and care...



Paisley Park provides Education and Care for children aged 6 weeks to 5 years, as well as Before and After School Care and Vacation Care in some locations. Built on 30 years of expertise, we are meticulous about our 'state of the art' facilities with confidence that our unique approach prepares children for lifelong learning. In our experience, children who are encouraged to build inner strength and confidence are better equipped to embrace opportunities and cope with everyday challenges. For this reason, we are committed to the provision of exceptional programs in quality surrounds with focussed attention on the many ways children learn, grow and develop.

Should you require further information about our services please don't hesitate to contact us on **1800 PAISLEY**.

Alternatively, you may wish to browse our comprehensive website for further information [www.paisleypark.com.au](http://www.paisleypark.com.au)

## Paisley Park Mission Statement

---

Paisley Park is not only a unique educational facility, for us it's a way of being. Inspired by our children's love for learning evident in the towers they build, the colours they paint, the stories they read and the music they play, we provide an environment where children believe in themselves and know they can achieve anything imaginable.

*At Paisley Park, learning has no limit.*







## Live to Belong

Core to our focus at Paisley Park is establishing a culture of belonging where the identity of our children, our families and our Educators is valued, where genuine relationships are nurtured and a deep appreciation of our unique community environment is respected.



## Love to Be

Fundamental to our everyday practice at Paisley Park is acknowledging childhood as a special time in learning where children are given the opportunity to 'be' in the moment while immersed in meaningful experiences that engage their curious minds.



## Learn to Become

Underpinning our philosophy at Paisley Park is the notion that early experiences shape the type of adults children become. Through active exploration during play our children experience self-discovery, embrace being challenged and critically reflect on lifelong concepts that support their future growth and learning.

# Paisley Park Philosophy

---

At Paisley Park we are committed to providing a warm, nurturing and stimulating environment where children take ownership of their own learning in partnership with caring Educators who respond to their interests and imagination. We create an indoor and outdoor environment that is natural, inviting, inclusive and rich in possibilities; one that reflects the local community, Educators and families. Supporting a sense of autonomy and initiative, we encourage children to make their own choices and be given time to reflect on their learning in a homelike atmosphere that values their contributions. We facilitate experiences using technology that provokes thinking, facilitated by an innovative program. This deliberate approach provides children with valuable content knowledge that contributes to their ongoing learning, and consequently successful school transition.

We acknowledge that each child is unique and recognise the importance of working in partnership with families in a mutually supportive and caring environment. We are committed to exploring the cultural and spiritual backgrounds of our children and respect family practices as fundamental to the child's identity and wellbeing. Our programs reflect the full appreciation of Australia's diverse society with a focus on increasing children's understanding of varied cultural practices that shape each of our communities. In our daily practices we acknowledge the traditional custodians of this land and pay our respects to Elders, past, present and future, for they hold Indigenous memories and traditions that should be never be forgotten.



Educators at Paisley Park are intentional in their approaches to curriculum, facilitating experiences that respond to children's eagerness, curiosity and creative thinking. Through active engagement, observation and listening, we critically reflect on our provisions, offering new possibilities for children to explore meaning. We use documentation as a powerful assessment tool and to demonstrate our genuine respect for divergent thinking, encouraging children to re-visit theories and offer new solutions. We chose to work with children because we feel grateful that they have chosen to share their life journey with us, no matter how challenging this may be. That journey is facilitated in our balanced educational program where the strengths of children are used as vehicles to reach milestones and achieve outcomes.

Consistent with the Early Years Learning Framework, as well as other recognised curriculums, including those that support children of school age, our educational programs are tailored to support learning in a way that maximises outcomes. We respect children as strong and knowledgeable, capable to adapt even when faced with adversity. We acknowledge that many children experience stressors in their lives, and ensure that at all times our provisions are respectful and positive. In supporting children of varied need, we eagerly welcome partnership opportunities with specialised services that can extend knowledge in their area of expertise.



We recognise the importance of collaboration between families and therefore use a variety of ways to communicate our daily happenings. This includes daily reflections, social media posts, comprehensive monthly newsletters, goal development meetings, to daily conversations to keep families up to date with their children's learning. Feedback from families is considered fundamental to quality improvement, therefore we implement various initiatives to facilitate meaningful engagement. This includes undertaking reviews of policies, procedures, programs and practices to reflect the voices of families, and the broader community.

We identify Educators as our greatest asset, valuing their individual experience, knowledge and qualities. Our mentorship framework is implemented with the intention to support each Educator achieve their goals through hands on professional learning, mentored by knowledgeable leaders. We develop 'Communities of Practice' based on strengths, as a deliberate approach to foster shared decision making. Using the Code of Ethics as a benchmark to develop professional relationships, we respectfully work together and engage in active research to extend our skills and abilities.



At Paisley Park we are concerned about the natural world and resources we consume as part of our daily living. Committed to developing and maintaining sustainable practices, we engage children in daily conversations and complimentary experiences that support their understanding about how their decisions impact the health of the planet. This knowledge enables children to learn how to be part of the climate change solution, teaching them how they can make a difference, now and for the future.

We acknowledge the work of key Educators around the world and ensure that our practices reflect their theories and support our decision making in a way that consistently responds to the National Quality Standards (COAG 2012) and Education and Care Regulations (2012) in Australia.

## Paisley Park Management Structure

---

Paisley Park is privately owned and operated, grown from a firm belief that children are strong and capable with the potential to succeed in life. The provision of high quality learning environments, as those present in all Paisley Park Centres, provides the foundations from which their success begins.

Our Centres are managed by highly qualified and experienced Centre Directors who support Lead Educators in the implementation of our balanced curriculum. Using collaborative approaches, Lead Educators respond to the education and care needs of children in a way that respects their unique capacities. Assistant and specialised Educators support the initiatives of Lead Educators in the implementation of room-relevant routines and educational programs.

# Approach to Education and Learning

The Early Years Learning Framework, otherwise known as EYLF, is Australia's Early Childhood curriculum, structured to incorporate key concepts that we at Paisley Park embrace and embed in our everyday happenings with children, their families, our colleagues and community members.

For us, partnerships are fundamental to building genuine relationships with families and consequently facilitates the meeting of learning outcomes for children. In doing so we openly invite families to share their traditional practices and heritage and use this information when making curriculum decisions.

## Learning Space

Through the provision of nurturing, home-like spaces, we at Paisley Park have established an optimal learning atmosphere where children have opportunities to develop lifelong skills in comfortable surroundings. Our learning environments respond to children's strengths and interests in a way that complements individual learning styles and temperaments.

Focal to our approach is ensuring that children experience success, belonging and an opportunity to contribute their ideas whilst being nurtured in each of their unique ways. Paisley Park Educators pay special attention to the development of children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive learning. We make deliberate decisions to provide challenging experiences for children and use strategies such as modelling, demonstrating, open questioning, speculating, explaining, and problem solving to encourage shared thinking.



We focus on maximising opportunities for children to imagine, create, explore independently and play as the vehicle to drive their discoveries. 'The whole child' takes centre stage in all our holistic planning, represented in Individual Portfolio and validated in communication posts, Individual Portfolio journeys and room displays.

Educators at Paisley Park understand that transitions are vital to long term growth and success and therefore embed school preparation opportunities in daily experiences with transitioning children. We also acknowledge this as an important milestone for families and therefore ensure that the journey is a rewarding experience for all.

## Artistic Expression

---

At Paisley Park, we recognise the importance of facilitating experiences that respect the creative expression of our children. Nurturing a child's imagination encourages divergent learning and we do this by including various materials that invite children to experiment creatively whilst exploring with artistic elements: shape, colour, pattern, texture, tone and line. Designed with a focus on inspiring the many languages children possess, our Art spaces are ample with natural and manmade resources, such as clay, plaster, dough, paint, collage, drawing and print-making. These implements are used to motivate children to experiment independently and with their peers whilst supported by our expert Educators. Core to this space is the opportunity to self-select and engage in sensory learning at children's own pace, made possible by the design of our ambient space adapted to respond to the creative interests of all our children.



## Music

---



At Paisley Park, we recognise that music is an art form, an artistic vehicle for self-expression that nurtures the young brain for higher forms of thinking. With this in mind, we implement experiences that provide daily opportunities for children to explore with music forms. Using various instruments, children become familiar with diverse music styles: contemporary and classical, traditional and modern.

Through regular exposure to music children have the opportunity to experiment with rhythm, beat, melody, harmony, tone, form and tempo tailored at their individual levels and interests. Such experiences provide exposure to various sounds, made using instruments which strengthen children's understanding of sound production.

We also consider the voice as a unique instrument each human being possesses, therefore encourage children to sing every day alongside peers and trained Educators. The use of the body to express musical emotion is also considered important, therefore children at Paisley Park are encouraged to experiment with their bodies in designated spaces.

## Technology

---

At Paisley Park, we recognise the importance of technology in today's world and as a way to prepare children for this reality, implement learning experiences using resources such as Tablets, Smartboards, Computers, Cameras and Projectors. Our Educators are knowledgeable in the use of technology and ensure that experiences incorporate the use of the latest resources to challenge thinking and encourage creative expression. Technology is embedded in daily experiences and project work as children familiarise themselves with various search engines to support their growing curiosity.

# Playground

---

Incorporating a balance of both natural and built resources our children learn to appreciate what each community has to offer whilst simultaneously harnessing their physical skills using our unique centre resources. Our playgrounds are rich in natural resources which complement manmade resources in such a way that best support the physical development of our children, according to each of their levels of development. Using each space to harness natural sunlight, our children are exposed to challenging obstacles, private spaces and opportunities to explore with living things.

We appreciate the importance of children engaging in responsible activities which encourage the careful consideration about the impact of their actions on our natural environment. We ensure that sustainability is at the core of all our experiences and children are exposed to resources that best nurture their immediate surroundings.



# Literacy

---

At Paisley Park, we acknowledge the importance of literacy education and therefore ensure that such experiences are plentiful. With a focus on fostering learning in the areas of reading, writing, listening and speaking, daily opportunities to harness the development of these core skills are facilitated across all age groups.

Throughout the day children are exposed to literacy forms in various ways: formal and informal, structured and unstructured, planned and spontaneous, embedded in every single learning opportunity.

Children are encouraged to identify common symbols through our rich text environment using complementary activities to engage with varied language types. Common experiences include reading stories, telling stories, drawing pictures, writing words, sentences and short stories and we do this through modelling language and encouraging writing using multi-lingual text.





## Room Routines

Our room routines are designed in keeping with children's daily education and care needs, tailored according to age-specific learning. Resources are selected deliberately to reflect openness and flexibility in each of our rooms, enabling Educators to vary their approach as children's learning directions evolve.

With a focus on the building of secure relationships, our Educators concentrate part of the morning routine on engaging in valuable conversations with families to find out more about children's experiences and adjust daily routines to reflect these needs. Similarly, at the conclusion of each day, Educators spend time informing families about the happenings of the day, ensuring that vital information has been well communicated.



# Room Mascots



Darwin Room  
0-1 years

Our 0-1 years' space is known as the Darwin room. An acclaimed natural scientist, Charles Darwin spent most of his life exploring the diversity of living things with particular interest in adaptation. As is typical for children in this age group, transitioning to a new environment requires significant adjustment and we believe children have a remarkable capacity to adapt to the process of change. They too are curious, curious to explore new surroundings, interesting resources and make new friends.



Mozart Room  
1-2 years

Our 1-2 years' space is known as the Mozart room. Famous for creating piano concertos and symphonies, Wolfgang Amadeus Mozart spent most of his life mastering music that depicted irresistible charm and expressed humour, joy and sorrow. The exploration of such emotions is commonplace for children this age as they begin to exercise their independence and socialise with like-minded friends. An environment full of sounds and textures complements their learning and supports in the meeting of important milestones.



Edison Room  
2-3 years

Our 2-3 years' space is known as the Edison room. Thomas Edison rose from humble beginnings to develop technology and make his inventions widely available and useful. Invention is commonplace for children as they become inquisitive and exploratory in their play. Using the abundant selection of resources available in their environment, imaginative creators push boundaries and showcase their learning every minute of the day.



Picasso Room  
3-4 years

Our 3-4 years' space is known as the Picasso room. Remembered for his contributions to the art world, Pablo Picasso was a dynamic painter, sculptor, printmaker and ceramicist who experimented with many art styles and themes in his long-lasting career. Experimenting and pushing boundaries is reminiscent of three year olds, as they have an incredible capacity to persist when challenged and they do so with intelligence and creativity.



Einstein Room  
4-5 years

Our 4-5 years' space is known as the Einstein room. Famous for his theory of relativity, Albert Einstein was a theoretical physicist whose intellectual achievements crowned him as the greatest genius who ever lived. Rapid cognitive development is also reminiscent of this age group. Using resources that challenge their thinking, play becomes more complex as four-year-olds want to try new experiences, be more self-reliant and be independent decision-makers.



DaVinci Room  
6-12 years

Our 6-12 years' space is known as the DaVinci room. Remembered as a pioneering scientist and inventor, Leonardo DaVinci was considered one of the great creative minds of the Italian Renaissance. Much like that of DaVinci, children in this age group are experimental and frequently ask questions to satisfy their need to know. They utilise increasingly complex and creative strategies to solve problems in an environment that provides tools and supportive adults to do this in a variety of ways.





## Daily Program

---

Our daily program consists of specialised experiences which have been carefully considered by highly-trained and knowledgeable Educators that have a deep understanding of children's interests and levels of learning. A core feature of our daily program is the focus on children's autonomy and persistence, which is why our playrooms are equipped with equipment that challenges learning and supports emerging interests. Reflective of the mandated Early Years Learning Framework, experiences are consistent with recommended standards and incorporated in our daily curriculum in a way that is supportive of children's individual personalities and abilities.

Opportunities are provided for children to play indoors and outdoors, which create the greatest avenue for learning. Children need to see, touch, feel, taste and hear if they are to learn, discover and master experiences. Discovery is an active process for children and they are encouraged to be involved in all activities offered. Although protective clothing is provided for messy play activities (playdough, clay play, easel painting) your child will get dirty from time to time. Paisley Park considers messy play and messy opportunities as normal activities for children who are learning about their world.

Most of the teaching that takes place at our Centres is done indirectly. Our Educators will extend the children with guidance by asking open ended questions (such as, "I wonder why...") and most importantly listening rather than rote teaching. Educators are respectful of individual differences and interests, styles, and rates of learning. We encourage children's independence and aim to increase their awareness of the community and people around them.



## Social Learning

---

Our educational approaches focus on supporting children's social learning, as this is fundamental to their overall wellbeing. At Paisley Park our Educators facilitate social learning in a variety of ways, from the set-up of the environment, provision of specific resources, to that of Educator led group-times where communication, social rules and relationships are featured. It is important for children to have positive role models when socialising in large groups as this sets the scene for their long-term social learning, therefore such strategies are widely used in all our play spaces indoors and out.

## Managing Emotions

---

Children communicate their emotions in a variety of ways, from cries and coos of babies to verbal vocalisations of preschoolers. We appreciate that children are at varied levels of their emotional learning and thus are sensitive to their need for care and support. Our Educators understand that at times young children may not be in command of their responses, therefore ensure that our approaches to resolution are sensitive and supportive. In most cases, we facilitate experiences that provide opportunities for children to explore their emotions in order to better understand appropriate means of approaching friends and managing conflict situations.



When such challenges do take place, Educators use role modelling and meaningful explanations, as we find children respond positively to such strategies.

## Intellectual Stimulation

---

Children are incredibly inquisitive at all stages of their learning, thus to best facilitate their cognitive advances, Educators incorporate the use of resources that encourage divergent thinking. The application of varied problem-solving strategies further support the increase of intellectual capacity, stimulated through the use of specialised resources widely used in each of our playrooms. Our programs are multidimensional and incorporate the acquisition of literacy, numeracy, creativity concepts as well as that of scientific knowledge, as such learning responds to children's interests and the need to understand their world.





## Physical Outlets

---

The need to explore physically is not only typical for very young children but necessary to build capacity and endurance. At Paisley Park the facilitation of experiences which support such learning is factored into our daily planning.

We appreciate physical development varies in each of our playrooms and therefore ensure that we respond appropriately through the use of resources that are adaptive and responsive to individual learning levels. The promotion of children's physical wellbeing is further featured in our meal provisions where children have opportunities to experience healthy eating, in a positive social atmosphere supported by Educators who respond to their cues.

## Excursions and Incursions

---

To strengthen children's learning further we look forward to opportunities where we offer various Centre incursions and out of Centre excursions. Incursions are a great alternative to excursions and involve inviting specialised education programs into the Centre. Incursions provide the opportunity for children to be taught by someone other than their teacher, and who may also be an expert in their field. Incursions provide a unique learning experience allowing children to explore and extend their knowledge by bringing the outside world into in the Centre.

Excursions may be to surrounding community areas or specific destinations away from the Centre. Prior to undertaking excursions all families will be notified with a clear rationale for the visit as well as other necessary information about how children will be spending their time outside of the Centre.

In the event of an excursion, families will be requested to provide written permission for attending children and include required information in order to best accommodate everyone's needs. Information as to the purpose of the excursion, the safety and the way the children will be transported will be provided to all parents. Information regarding Educator supervision will also be provided. All excursions will be well planned and will follow guidelines set down by the Education and Care Children's Services Regulations.

## Spiritual Discoveries

---

Spiritual wellbeing is critical to developing children's sense of identity as well as supporting their need for belonging, important when maintaining family partnerships. Educators at Paisley Park are responsive to individual ways of being and factor this into their daily planning by discussing concepts such as belief, faith and celebration openly with the children. Our efforts are further concentrated on ensuring families feel confident that their wishes are respected in our daily practices and routines. This may extend to meal preferences, sleeping arrangements and that of experiences that relate to culture, religion and gender.

Each playroom has a planned weekly program displayed across a number of weeks. The purpose of the weekly program is to show the evolution of the children's interests and planned activities appropriate to their stages of development.

# Documentation of Learning and Children's Portfolios

The documentation of children's learning is a fundamental component of our daily practice as this forms the basis of our planning. Considering emerging development as well as interests, experiences of children are recorded in Individual Portfolios, in various ways. Highlighting success stories and achievements, our Educators describe children's engagement in activities which feature learning outcomes, Educator principles and daily practices. Incorporating samples of work, photographs and transcripts of valuable conversations families can view the achievement of milestones as their children progress in their development throughout the year.

Aside from Individual Portfolios, families also receive Daily Reflections which are completed daily. Sent electronically, Daily Reflections feature children's engagement in various activities, which may include their individual or group play. Daily Reflections focus on children's discoveries and conversations, documented with clear links to Australia's mandated curriculum, the Early Years Learning Framework (EYLF). Educators make suggestions about how learning interests may be facilitated further in order for families to read about ongoing journeys. Projects may extend over days or weeks and display continuous learning explored by children curious about ideas and resources surrounding their play.



## School Preparation

We at Paisley Park consider effective School preparation as pertinent to not only the successful transition of children to School, but also a contributing factor to support learning and life success. With a focus on education through high-quality teaching, our unique specialised program focuses on the building of dispositions such as confidence, independence, resilience, autonomy and social competence as we know such skills are what teachers in a School context identify as most important in 'ready children'.

For us, our main priority is ensuring that our children feel a strong sense of who they are, as we understand that positive self-esteem plays a major factor in children's capacity to learn.

We believe that we can strengthen our children's emotional and social development as well as support their academic knowledge by implementing a program that is not only in line with our Early Childhood Curriculum, the Early Years Learning Framework but one that also complements the National School Curriculum.

Launched by ACARA (Australian Curriculum Assessment Reporting Authority), the National curriculum focuses on core foundational learning standards and we believe our children will benefit from making stronger connections to curriculum subjects such as Mathematics, English, Science, and History. With expertise in this area, we have embraced more contemporary teaching methods and have considered how children's daily experiences relate to the academic expectations of School teachers.



## School Preparation - Continued

---

In implementing our unique approach we carefully assess how each activity supports children's learning levels in keeping with School Syllabus content knowledge. We understand that an underlying factor in supporting School preparation is exposure to a 'School Environment' and thus replicate our Daily Routine to complement block sessions as would typically take place in a School classroom. In partnerships with local Schools Paisley Park children experience 'Big School' long before they officially transition, an initiative that ensures their success.

Our approach to School preparation is unlike any other program children typically experience, proven to increase children's preparedness as reported by many receiving School Principals. If you take your child's School learning as seriously as we do, then Paisley Park is the place for you.



## Specialised Support

---

Paisley Park provides a comprehensive approach when implementing educational programs and care routines for children in our centres. However, in some cases, children experience significant difficulty adjusting to a group care environment and/or indicate a learning barrier of some kind. When such situations do occur Paisley Park may request the family seek professional medical advice and/or referral to intervention services to support identification of the learning difficulty in order to best accommodate the child. Part of this process may require the completion of external application forms and/or funding grants required for specialised support and/or guidance.

We understand that learning about a child's difficulty will cause concern, stress and anxiety for our families and therefore we are sensitive when managing such situations. Our extensive experience in working alongside disciplinary teams (Intervention Specialists, Speech Therapists, Occupational Therapists, Behavioural Specialists, Psychologists, and PhysioTherapists) ensures that learning needs are appropriately supported and adjustments to the environment are managed in such a way to maximise the child's long-term learning and development.



# Food and Nutrition

---

At Paisley Park, we take great care in responding to the nutritional needs of young children by delivering meals that promote their inner strength and wellbeing. In our experience, nurturing a child's development ultimately begins with a strong focus on their physical development, and at the heart of this is a commitment to healthy eating.

We are particularly concerned about the evidence recorded by the Bureau of Statistics indicating that nearly a quarter of Australian children are overweight by the time they turn 5, a number steadily increasing every year. Equipped with these startling results Paisley Park have turned their attention to extensively researching meal options and investing resources in exploring high-quality methods by which our meals are meticulously prepared.

## Our Menus

---

Our seasonal Menus are developed using fresh local produce sourced by expert chefs, who create meals that not only meet the daily required nutritional intake, but focus on being fun and delicious. Unlike adults, young children often display unique meal preferences based on their own food experiences. We have come to understand the importance of respecting these in order to maximise meal times as enjoyable moments, where social relationships are fostered and health needs met.



## Our Dining Spaces

---

We have incorporated uniquely-designated meal spaces away from the hustle and bustle of everyday play in the design of our centres. Our dining spaces are places where children come together and not only discover delicious ingredients, but also learn about the importance of maintaining healthy eating habits.

Paisley Park recognise that mealtimes are an important part of learning, therefore children will have opportunities to become involved in the preparation of food and the setting up of tables. Mealtimes allow children to make choices, become involved in social experiences and develop independence and self-control. If children have specific needs in relation to diet and food or allergies, these will need to be discussed with the Centre Director. We will do all that we can to ensure your child's dietary needs are considered.



Paisley Park will display the Menu outside the kitchen area as well as inform families about daily meals through documented information distributed as part of Daily Reflections. It is important for families to remember that their child's eating and sleeping habits will change as they become more familiar with the Centre and their new environment. It is not uncommon for children to suddenly gain interest in foods they normally reject, as this becomes the norm and part of our daily routines.

Our Menus are planned in accordance with seasonal changes in order to source foods from local markets delivered to our centres fresh. We are committed to providing children with natural ingredients as well as those high in nutrients and vitamins as we feel this best supports their health and wellbeing. It is our philosophy that the provision of such meals provides exposure to ingredients children may not typically experience, which increases their understanding and supports their lifelong dietary decisions. Generally our Menus rotate every 6 weeks, developed by qualified chefs who prioritise the use of ingredients as typically found in fine dining restaurants, in accordance with relevant national guidelines. For more information please speak with your Centre Director.

## Our Daily Meals

---

Our daily meals consist of breakfast, morning tea, lunch, afternoon tea and late snack, all of which are prepared daily in accordance with planned seasonal Menus, including the provision of water and/or milk. Often families express concern that the meal provided for any given day is not one their child would typically enjoy. We prepare for such occurrences each day by providing children with an alternate meal in order to ensure their nutritional needs are always met.



## Rest Time

---

Cots and stretcher beds along with sheets are provided by Paisley Park. All children will be given the opportunity to rest throughout the day and as their needs dictate. We believe that children need time to wind down and rest their bodies as is suggested by leading brain research experts. Rest time is a time of peaceful serenity where children will be encouraged to reflect, slow down and rest. Your child may choose to bring a favourite soft toy or pillow to keep with them while they rest. Educators will happily accommodate such requirements.



## Family Partnerships and Ongoing Communication

The building of parent/guardian partnerships is significant in our approach to high quality Education and Care of children. We consider families to be their child's 'first teacher' and therefore respect the many ways children have experienced life leading up to their transition into a group care environment. Regardless of age, children's understandings of the world are based on how they have experienced daily events, happenings and celebrations and therefore we focus our attention on finding out about what they know and what they want to know more about. Key to doing this is building and maintaining close partnerships with families, as this strengthens our knowledge and capacity to provide experiences that contribute to their lifelong learning.

We engage in relationship building in many ways, from initial contact upon enrolment and orientation, which may be in person or via the telephone, to that of daily contact using various communication approaches. Our Educators distribute information to each and every family on a daily basis in the way of a Daily Reflection, which offers detailed information about what children have been learning about each day. These Daily Reflections are distributed electronically and contain images of children at play as well as explanations linked to that of our national curriculum, The Early Years Learning Framework. This helps families to understand the reasons we have provided the types of activities for children each day that support their learning.

We also provide numerous forums for families where they can come together and share their experiences. This may be in a social atmosphere, to that of education forums presented about various child-related topics. We find having such forums not only builds understanding about children's development but offers opportunities for longer discussions, important when building quality relationships. Information about such forums is made available through the distribution of various notices as well as that of our Monthly Newsletter. This publication, emailed to families each month, contains comprehensive information about what the children have been learning about, information from our chefs about meals and Menus, information about our Educators and a variety of parenting tips and activity suggestions.

We take our approach to relationship building seriously and are committed to ensuring that we not only provide ample information to families, but also develop a partnership whereby together we focus on best practice that furthers each child's learning.





# Starting Out at Paisley Park

---

## Hours of Operation

---

To meet the demands of working families our Centres are open all year round with the exception of public holidays. We find that whilst families enjoy having time away with their children during the Christmas period, some do resume work soon after and therefore require care throughout December and January. Variations in some Centres may be in place therefore we urge families to contact their Centre Director and request further information about closing periods.

Opening and closing times vary across our Centres which will be discussed as part of the enrolment process. Generally, we are open from 6.30am and close at 6.30pm, however these hours are subject to those stipulated on our service licence. It is important for families to understand that in accordance with legislative requirements, we are only obliged to provide care within family 'approved hours' and those that meet 'priority of access' guidelines. Non-working parents may have other restrictions in terms of hours they use, therefore it is important for such families to become familiar with these restrictions and apply as required.



## Drop Off and Collection Guidelines

---

Due to legislative requirements, children cannot be received into care until the official opening time of the Centre or in accordance with agreed hours. Similarly, children must be picked up at the conclusion of the day or a late fee will apply (\$10 for the first 10 minutes and an additional \$5 per minute thereafter).

## Signing In and Out

---

As required by law, parents/guardians must ensure they sign their child in upon arrival and sign them out when leaving the Centre. Not only is this a legal requirement, but further supports the efficient management of our fee processing system. In the event that your child is absent on an enrolled day their absence will be recorded, however full fees still apply.

## Arrival and 'Drop Off' Procedure

---

When arriving at our Centre we require families to bring their child to one of our Educators, as this not only alerts them of your child's arrival, but helps to manage a smooth transition for the day. We understand that in the early stages some children do experience significant anxiety and display distress in the way of crying. This is a natural reaction and may even take place months after orientation. Each child is unique in their reactions and our Educators are highly experienced to manage such situations. In some instances, our Educators may recommend a prompt separation, as prolonging the process could increase the child's distress. Regardless of the child's response, we encourage families to always say "good bye" when leaving, avoiding 'sneaking out' as this may cause feelings of abandonment later on.

## Collection and 'Pick Up' Procedure

When collecting children at the end of the day it is very important to speak with one of our Educators, as this not only alerts us that children are departing, but offers an opportunity for the sharing of information. We understand that often families are in a rush to collect their child/ren and their time may be limited, however we have much information to offer from that of their daily routines (meal, rest) to that of their educational experiences.

Children can only be released into the care of a parent/guardian, or a responsible person who has been nominated and is above the age of 16 years. This may include adults nominated on the Enrolment Form or adults nominated for collection on specific occasions. When this is not possible each parent must provide the name and description of the person who will collect your child by phone. The nominated person must be able to provide proof of identity, as this will be requested.

If for any reason parents/guardians are running late for collection, we request they contact the centre advising the expected time of collection. Children and team members often become anxious if families do not arrive at their scheduled time of pickup.



## Fees

### Payment of Fees

---

An Administration Fee will be required with any Wait List Application or Enrolment Application. This fee is applied toward the initial fees payable, but is not refundable should the child be withdrawn from care, or if they are offered a position at the centre (which may or may not be the preferred days requested) and the available position is declined.

At most Centres a bond is required at the time of enrolment. This bond will secure the child's position within the Centre and will be refunded at the time of withdrawal, following the required two (2) weeks' notice. Where a bond and fees have been paid prior to enrolment to secure/hold a position and the position is then not taken up, two weeks' notice is required to be given. The bond in this instance will not be refundable, and only those fees that fall within the two-week notice period will be refundable.

For example, if a bond and two weeks' fees have been paid, and notice is given one week prior to commencement that the position will no longer be required, the bond and one week's fees will not be refunded. If notice is given two or more weeks prior to the commencement date, then the bond will not be refunded but the two week's fees paid will be refunded. At Paisley Park we appreciate that circumstances can change at short notice, however when we reserve positions we do so at the exclusion of other potential enrolments, which may not be available to us at the later cancellation date.

Two (2) week's fees in advance are to be paid from the first day of care. From then on fees are to be paid, in advance, on the first day of care each fortnight. Fees are to be paid by Direct Debit. A receipt of payment will be provided or a statement issued electronically. The fees charged will be based on the room your child attends. Fees payable do not necessarily change based upon a child's birth day/date, but the room which they attend, as room transitions are subject to many factors and do not always occur on a child's birthday.

Fees must be paid in full, even when there is a public holiday or the child is absent through illness, or for any other reason. When paying fees, parents/guardians are paying for the reservation of the child's position, not by their attendance. Each child is entitled to a number of allowable absences for illness, holidays (including public holidays) as determined by the Commonwealth Government. Whilst we understand families take holidays and time off during the year from time to time, we cannot make a place available on an intermittent basis.

Paisley Park reserves the right, and may from time to time, vary the terms and conditions in relation to the payment of Waitlist, Enrolment and other charges in relation to Fees.



### Unpaid Fees

---

Should fees remain outstanding for two (2) weeks' or more and no agreement to pay is in place, the Centre Director will request a meeting with the family in question to discuss the child's position. At that time we may withdraw our offer of care, which means the child will no longer be able to attend the Centre until the account has been paid.

Positions may also be terminated when the child is absent for two (2) or more weeks' with no written notice provided to the Centre Director. Debt recovery action may be taken by Paisley Park where necessary. Information required to recover such debts will be supplied to the appropriate agency.

Continual or habitual lateness in collection of children and late payment of fees may result in placement terminated at the Centre.

## Child Care Subsidy (CCS)

---

Paisley Park is an approved provider and therefore if your family is eligible for fee relief in the way of Child Care Subsidy you will receive a reduction in your fees. CCS is paid directly to the Centre by the government and the family then pays 'the gap' to the Centre.

Families can check their eligibility via the Centrelink Payment and Service Finder. Eligibility for CCS is assessed on combined family income, the activity level of both parents and the type of childcare service. We can provide you with information about fees for our service to help you determine an estimate of your CCS percentage via the government's online calculator.

Once you have determined you are eligible for CCS you can apply through Centrelink via myGov. We encourage you to make contact with Centrelink as soon as you begin making inquiries about enrolling your child in order for fee reductions to be applied when your child commences care.

As your family circumstances change similarly will fee reductions change, therefore you must advise Centrelink of any changes in circumstances. The amount of fees to be paid may vary, and eligibility for subsidy may change as a result.

CCS will be withdrawn for any days of absence, which exceed the number of Allowable Absences as outlined by the government. We encourage you to regularly check your Allowable Absences as full fees will apply once the limit is reached for the respective financial year. If families receive more than the eligible CCS hours each week and do not use the full amount, fees will be adjusted to reflect the actual hours of attendance.

Please note: If a child is marked as absent on their last day of care, Centrelink will apply "Cessation of Care" and remove all CCS entitlements for the last two weeks of care.



## Agreed Hours

---

In accordance with the Department, families will be provided with agreed hours of care upon enrolment. We urge families to maintain their agreed hours at all times as we factor this into our roster arrangements. Educator shifts and rosters are based on Departmental Legislation with specific Educator-to-child ratios in place across age groups, therefore we must ensure they are upheld. Failure to keep within agreed hours of care may result in the child's placement at Paisley Park being withdrawn.

## Centre Policies

Paisley Park has developed comprehensive policies to assist in providing consistent quality care for all children. These policies determine the way our Centre operates, hence our Educators will refer to them regularly to support their daily practices.

Policies cover Operational Processes, Children's Learning, Educational Programs, Nutrition, Health, Visitors, Staff, Safety and many other Legislative Requirements.

Policies are readily available for viewing at each of our Centres, therefore we encourage families to read and become familiar with the contents, as this is an integral part of the enrolment process.

Policies undergo an annual review in order to maintain service currency; notifications are posted in Monthly Newsletters. We encourage families to participate in the evaluative process to provide feedback which improves our Centre practices.



## Centre Procedures

---

Many procedures are undertaken as part of our daily practices, therefore we encourage families to become familiar with these as they impact the enrolment process. Key guidelines and processes are outlined below. Procedures, like Policies are reviewed annually.

## Priority of Access Guidelines

---

Paisley Park follows 'Priority of Access Guidelines' set down by the Australian Government when offering positions. These guidelines are used to manage our Wait List and in circumstances when a number of parents are applying for a limited number of vacant places.

### ***Priorities are listed below:***

- First Priority: a child at risk of serious abuse or neglect
- Second Priority: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'
- Third Priority: any other child

### ***Within these main categories priority should also be given to the following children:***

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold or who or whose partner is on income support
- Children in families from a non-English speaking background
- Children in socially isolated families
- Children of single parents

In some instances and as mandated by Priority of Access Guidelines, we may require families to vacate their place in order to make room for a child with a higher priority. In the event this takes place we will provide the affected family with 14 days' notice in accordance with these guidelines.

For more information please speak with your Centre Director.

## Wait List

---

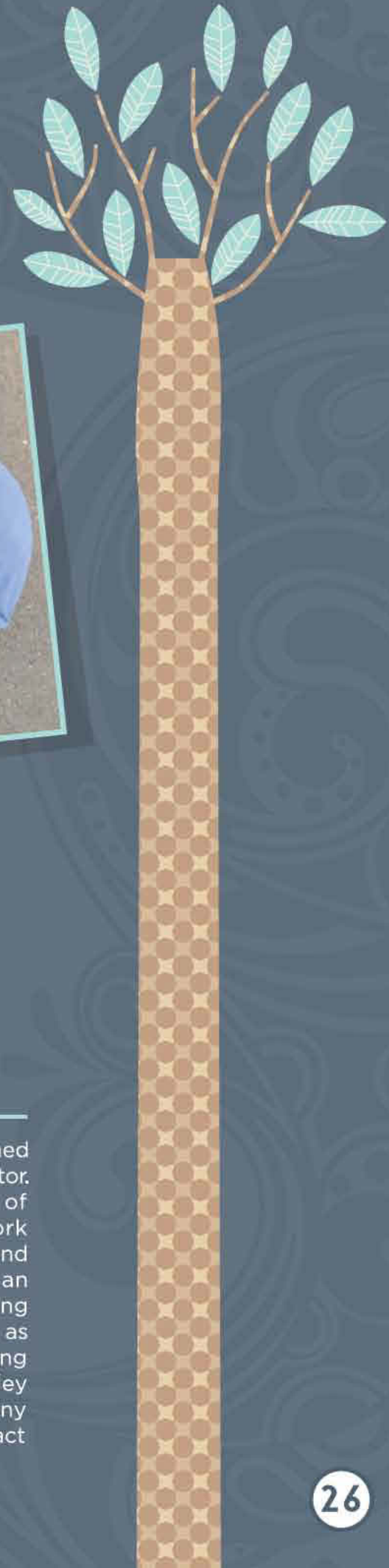
In order to best manage positions at our Centres we maintain a comprehensive Wait List procedure which is implemented when we have exhausted all our care availabilities. This equitable process, which is managed by our Centre Directors and Administrators, ensures that families who have completed relevant documentation are kept on file and contacted when a suitable place becomes available, usually when a family leaves our Centre or children are transitioned between rooms. On completion of Wait List documentation a non-refundable administration fee is required, a fee not reduced by government subsidies.



## Enrolment

---

An offer of enrolment will be provided, given a position is deemed available and following a scheduled meeting with the Centre Director. In such instances families will be provided with confirmation of enrolment in person and/or via email and relevant paperwork distributed thereafter. Once this documentation is completed and the Enrolment Contract signed, families officially enter into an enrolment agreement bound by numerous conditions, including commitment to abide by Centre policies and procedures as well as that of a Bond, Advance Payments and management of ongoing fees. In the event that the Enrolment Contract is breached Paisley Park reserves the right to withdraw the offer of enrolment at any time, therefore we encourage families to maintain regular contact with the Centre if they are experiencing difficulty of any kind.



## Changing or Increasing Days of Enrolment

---

We understand that the care needs of families may occasionally change to accommodate work and/or other activities. Therefore, we are happy to amend attendance days given vacancies are available. A request for altered days or hours of care can be made on the respective forms available from the Centre Director. A request for an additional day will not take effect until approved by the Centre Director. It is important to remember that whilst we will do our best to accommodate the needs of families, we are Long Day Care provider and are not able to provide occasional care or swap days of care on an 'ad hoc' basis.

## Custody, Court Orders and Access to Children

---

We understand that family circumstances change in instances of breakdown, therefore it is important to notify the Centre Director if this occurs. This may include orders of custody, access or AVO which must be documented as part of the enrolment process. Whilst we ensure the safety of children is maintained at all times, we are not in a position to manage access matters unless we have clear instructions supported by Court relevant documentation. In the event we feel the safety of children and/or staff is being compromised, we will act in accordance with our legal obligations. This may result in contacting relevant authorities to intervene, including that of Police.



## Change of Address and Contact Details

---

In the event changes to enrolment information takes place, it is the responsibility of families to provide, in writing, correct and current information for details to be updated. This also applies to addresses, phone numbers, and any changes to emergency contacts. It is important that Educators at our Centres are able to contact families promptly should a need arise.



## Managing Transitions

---

The Centre Director will discuss with families any proposed changes to the enrolment of children which may include transitions to new playrooms. Room changes are subject to licensing requirements, developmental readiness and that of availability and not on the anniversary of their birthday, therefore children may remain in their room until transitions can be effectively managed. The relevant Centre Director, in conjunction with the Lead Educator will contact families to communicate the nature of this process when available. Fees are paid in accordance with the room the children attend, therefore they may appear on a different sign in sheet until they can be transitioned to their new room.

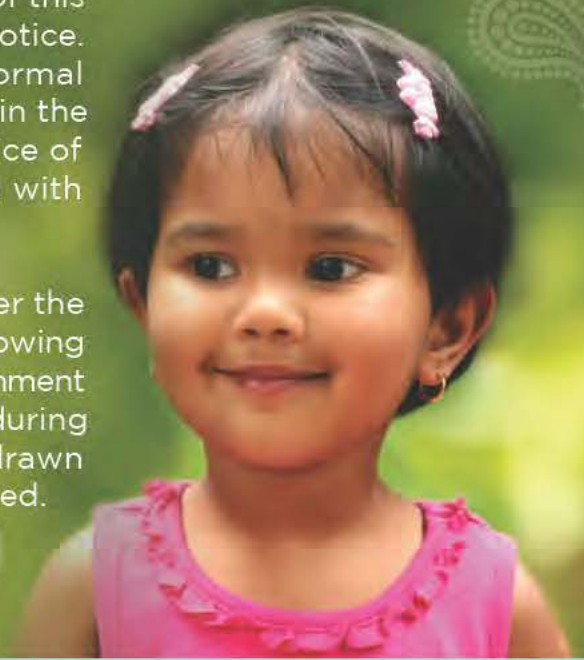


## Withdrawal of Care

---

In the event that children are withdrawn from care, families will need to advise the Centre Director in writing. Part of this process includes providing two weeks (14 days) prior notice. A notice of withdrawal will be accepted during the normal opening hours of the Centre, and will not be accepted in the event there is a Christmas close down period. The notice of withdrawal will be effective from the date it is lodged with the Centre Director.

Any refund of fees (if applicable) will be distributed after the last day of attendance with a final account statement allowing any adjustment to CCS that may be required by the Government to be facilitated. If child/ren do not attend the Centre during this period, no refund will be made. If the child is withdrawn without notice the advance fee (or bond) will be forfeited.



## Promotions

---

Paisley Park runs various promotions from time to time to new parents and their children. Various terms and conditions may attach to these promotions. Paisley Park is the sole arbiter of these promotions, and reserves the right to change or vary these promotions without notice. If a promotion contains a period of free care for example, then all terms and conditions must be satisfied for a parent and their child to be entitled to the benefit of the promotion. If the terms and conditions are not satisfied, then the parent will not be entitled to the benefit of that promotion.

In accepting a promotion, parents acknowledge they are subject to all the terms and conditions of that promotion in all circumstances. A claim that there was no knowledge of a term or condition, or that a parent was not told about a term and condition, does not void that term or condition. Terms and conditions for any promotion are generally available from the Paisley Park website, but are always available from the Centre Director. When enrolling, parents should make any enquiries about terms and conditions of any promotions they are accepting, and will be taken to have done so and be bound by those terms and conditions, whether they have enquired or not.

For example, if a parent is offered a weeks free care during a promotion, and their child is required to attend the centre for three months to receive the benefit of that weeks free care and does not do so, they will not be entitled to that one week of free care and the fees for that week will be charged to their account. Claiming to be unaware of any term or condition attaching to the promotion for whatever reason will not entitle the parent to a different outcome that is the one week's free care, as they will be deemed to be bound by the terms and conditions of the promotion in accepting the promotion initially.

# STAFF

## Team Members

---

Paisley Park employs a number of Educators who fill a variety of positions, including trained positions in Early Childhood Education. During the course of their employment, all our Educators are positively mentored and supported within the leadership hierarchy which includes working closely with the Centre Director. A comprehensive professional development program is in place for each Educator based on their level of education and learning. We believe that learning is a continuous process regardless of age and/or experience, therefore we facilitate numerous in-house and external training sessions throughout the year in order for our Educators to maintain currency and keep abreast of industry developments and that of research.

The team members at Paisley Park follow the Australian Early Childhood Code of Ethics and a professional Code of Conduct in regards to their relationship with children, families and colleagues, maintaining high-calibre practices at all times.



## Casual and Relief Staff

---

Maintaining continuity of care and close bonds with our children and their families is our number one priority, as this provides a stable environment from which children can learn and grow. However we understand that at times Educators do fall ill and/or require leave for either short or longer periods. In such cases we may call upon relief staff to step in and assume duties. Given we have notice of such leave, we will inform families about absence periods and replacement staff as soon as is practicable. In some instances we may not be privy to detail around the nature of leave or some matters may require higher levels of confidentiality, therefore we may not be in a position to provide families with explicit information.



## Students

---

Students of Early Childhood courses may be placed within our Centre to gain practical experience from time to time. Such students may be at varied levels and require engagement of various tasks, which may or may not include observing children. In the event this is required, information may be sought from families directly in order to gain permission, observe and document learning. We encourage students to gain first-hand experience in an environment that supports their learning, therefore students will approach families directly with the support of the assigned Lead Educator and/or Centre Director, who will act as a mentor for the duration of their practicum and help to facilitate the process.

## Volunteers

Paisley Park may be approached by interested members of the community to spend time at the Centre as a volunteer. Volunteers are invited to attend only at the Centre Director's discretion and only when their presence is considered beneficial to the centre. Volunteers will be supervised by Lead Educators and/or the Centre Director much like that of attending 'students'. Prior to their arrival, required Screening and Police Checks will be undertaken to ensure they are of appropriate age and calibre.



## 9. Preparing for the First Day

Children spend lengthy periods of time whilst enrolled in our programs, some which extend beyond 11 hours, therefore it is important they come with a fully stocked bag with all items labelled. Children often remove items from their bag throughout the day, hence in order to ensure they are returned they must be clearly labelled with the child's full name. Labelling clothing can be done in a variety of ways, from using permanent marker, iron-on labels or a label machine. Label machines can be purchased from stores such as Officeworks, Big W and Woolworths.





## What Clothes to Bring

Children learn actively through hands-on play, and whilst spending time at Paisley Park they will be encouraged to explore a wide range of materials and activities, including 'messy' play. It is therefore important that they are dressed appropriately in clothes that allow them to feel comfortable, get dirty and move freely.

Belts, overalls, braces and difficult latches on clothes can be tricky for children and may not support independent dressing. We recommend children wear clothes which encourage independence with dressing and toileting. Joggers, sandals and shoes with non-slip soles are the safest to wear, as thongs and slip-on shoes are dangerous when running and climbing. Whilst the wearing of earrings is acceptable they must be such that cannot be pulled or tugged, hence studs or 'sleepers' are recommended.

At the point of enrolment each child is provided with a 'legionnaires' hat for wearing in accordance with Cancer Council recommendations. In order to maintain strict health and hygiene practices we will store hats in the best way to maintain those practices. Hats are required each day for exploring outdoors, therefore please ensure your child's hat is provided each day regardless of the season and the weather.

Paisley Park provides SPF50+ sunscreen for all enrolled children. Should you prefer your child to use a different brand, please request this in writing to the Centre Director. Sunscreen is applied 20 minutes before going outside even on overcast days as UV radiation can still be high during this time. For further information about the importance of sun safety visit the Cancer Council online.

As the weather frequently changes it is important to also include a jumper or warm jacket as well as pants, leggings or tracksuit pants in order to ensure your child is appropriately clothed throughout the day. Children are active in their play and often become dirty and at times wet, therefore it is important to ensure adequate spare clothing is also supplied each day. A list of required spare items is supplied below.

Babies (0-1 years)	Toddlers (1-3 years)	Pre-schoolers (3-5 years)
1 x Hat	1 x Hat	1 x Hat
3 x Singlets	3 x Singlets	2 x Singlets
3 x Jumpsuits	3 x Long Sleeve Top/ T-Shirts	2 x Long Sleeve Top/ T-Shirts
3 x Socks	3 x Pants/Shorts (5 x if toilet training)	2 x Shorts
3 x Tops	3 x Underpants (5 x if toilet training)	2 x Underpants
3 x Bottoms	2 x Socks	2 x Underpants
2 x Jumpers	1 x Shoes	1 x Shoes
	2 x Jumpers	2 x Jumpers

## Other Items

---

If children require a dummy please supply at least two, in covered containers. If children require the security of a special toy, parents must ensure they are clearly labelled with their name. During the day, Educators may encourage children to store their toy in a “safe” place in their locker when appropriate.

Nappy creams, lotions or teething gels should be clearly labelled with the child’s full name and handed to a team member, along with written instructions of application. Parents are required to complete a medication form prior to any lotions etc, being applied.



## Toys from Home

---

We prefer that toys from home not be brought to the centre. Toys from home can result in unnecessary conflicts, and there is no guarantee that they will return home in the same state as they arrived. No responsibility will be assumed by Paisley Park for the loss or damage of toys brought from home.



## Settling In

---

For many children, transitioning into a childcare environment will be their first experience away from home. We expect that most children will experience some anxiety leaving their families for the first time and it will be important that the transition process takes place in collaboration with our Educators. Regardless if they have attended other care centres or playgroups, children are likely to still experience anxiety therefore allowance should still be made for them to adjust to their new environment. There are many ways to support children adjusting which include:

- Bringing them to visit the centre a few times prior to leaving
- Leaving them at the Centre for short periods to begin with
- Being confident in making the decision to transition your child to a group care environment
- Ensuring that he/she has their special “security object” from home, such as a teddy
- Always telling him/her when you are leaving the Centre, and reminding them that you will be back (sometimes leaving them something that belongs to you is helpful)
- If he/she is having difficulty settling into the Centre, please talk with the Lead Educator and/or Centre Director as they are highly trained in managing such situations
- Be patient with your child. Some children take longer than others to adjust to a new environment (as do some adults!)



## Toilet Training

---

Educators at Paisley Park aim to follow each child's cues and preparedness for toilet training, which will be unique to each individual. We consider this an important milestone in their development and therefore will ensure to support their needs. At no time is pressure placed on the child to use the toilet, however if toddlers show interest, Educators will encourage them to sit on the toilet.

Paisley Park believe in the importance of consistency between home and the Centre. For successful toilet training, Educators will discuss progress with families as collaboration is the key to success. For further information about toilet training, we encourage you to speak with your child's Lead Educator and/or Centre Director, who will provide you with valuable literature on the topic and will support your family throughout the transition process.

## Privacy and Confidentiality Declaration

---

As a requirement of the Education and Care Regulations 2011 and other legislative requirements Paisley Park will maintain records of children's attendance, developmental progress, health and any which may relate to a child's culture, religion or disability. All of these records will be kept confidential, available only to approved Educators, parents/guardians of the child/ren concerned and by the request of relevant departmental bodies. Individual family financial matters such as fee payments will also be maintained in a confidential manner. These will be made available to the Family Assistance Office (FAO) if requested.

Paisley Park encourages the involvement of Students from a number of Early Childhood Educational institutions including Universities and TAFEs. In most cases Students will be required to observe children in a variety of contexts and learning situations. Before a Student undertakes any observations of your child they will be expected to seek your written permission as a way to formally gain your approval. In accordance with their institution guidelines, your permission will be maintained confidential at all times.



## Health-Related Matters Immunisation

---

Childhood illness can often be life threatening to children. It is a condition of enrolment to Paisley Park that you provide verification of your child's immunisation. As children reach immunisation scheduled times, families will be requested to provide evidence of updated immunisations to the Centre Director to ensure Paisley Park maintains accurate records.

# Immunisation Guidelines

To meet the immunisation requirements for CCS payments, families need to have children immunised during the financial years that each child turns 1, 2 and 5 years old. The National Immunisation Program Schedule specifies at what ages your child should receive certain vaccines. To receive CCS, all children must meet immunisation requirements.

As a result of the Public Health Amendment (Vaccination of Children attending Child Care Facilities) all child care facilities cannot enrol a child unless approved documentation has been provided that shows the child is either; fully vaccinated for their age or is on a recognised catch-up schedule if the child has fallen behind with their vaccinations.

Families must also provide their child's updated ACIR (Australian Immunisation Register) History Statement after each scheduled vaccination to ensure that the records maintained by the child care facility are up to date.

Children who are unimmunised due to medical reasons are able to attend child care provided that the appropriate documentation has been provided. Non-immunised children will be excluded from the Centre should there be an outbreak of an infectious disease that is normally prevented by immunisation. Fees are still payable during this time.

For more information please access relevant government services.



## Health Policies

---



Children commencing child care are usually very susceptible to infections due to having close contact with other children in a group care environment. We understand that excluding children from care may cause families significant inconvenience, however Paisley Park Educators are not equipped or qualified to care for ill children, therefore exclusion periods in accordance with national guidelines will take place. When making decisions to exclude children from care we will use our own discretion based on observations of symptoms as well as the child's general disposition. Suspected illnesses will require doctor's consultation, diagnosis, treatment and documented clearance before being permitted to return to the Centre.

Health regulations state that children suffering from infectious diseases must be isolated from other children and therefore excluded from the Centre for specific periods of time (dependent upon the infectious disease). In making such decisions Paisley Park Educators will use national guidelines to guide their practice.

Unwell children must be collected from the Centre within an hour of being contacted therefore families must ensure emergency contacts are documented as part of the enrolment process and are available at all times. Failure to collect ill children from care may result in termination of enrolment therefore families must treat all ill cases as serious.



## Up-to-date Health Information

---

Up-to-date health information is required at all times in order to best care for children in a group care environment, therefore all health related matters must be reported to the Centre Director. These include allergies or chronic conditions which may impact on your child's ability to engage in our daily program.

## Common Health Conditions and Infectious Diseases

---

Young children experience numerous illnesses throughout their childhood, therefore families need to be aware of arising symptoms and seek relevant medical assistance to manage their child's recovery. A comprehensive list is available from *Staying Healthy in Childcare*, a publication available online. Our Centre Directors will be happy to help you access relevant publications to help you make decisions about the well-being of all your children.



## Exclusion Periods Explained

---

In some cases and given supported medical certification, children may still attend the Centre. Any required medications must be brought into the Centre supported with clear instructions documented using relevant permission forms.



## Asthma

---

Asthma is a very common illness exhibited by many young children and often on commencement of child care. If not managed well, Asthma can be a life-threatening condition. Children with Asthma have sensitive airways in their lungs which react to triggers that set off their Asthma. In the event a child suffers from Asthma, an Action Plan documented by a General Practitioner will need to be provided at enrolment. An Asthma Plan contains written instructions to manage the condition and any required Medication needing administering. Asthma medication must also be provided in a clearly labelled container accompanied by an Administration of Medication Form. We recommend that the medication, often referred to as a 'puffer' be kept at the centre at all times rather than being transported to and from home.

In the event children require medication and this medication is subject to change, parents are required to provide the Centre Director with updated written Doctor's instructions and correctly labelled medication. If any child is diagnosed with an infectious disease, which may be contagious, parents are required to advise the Centre Director as soon as is practical in order for it to be effectively managed.



## High Temperatures

---

Children who are exposed to illness may present with symptoms such as high temperatures before, during or after they commence care. Generally, a child with a fever above 37.5 degrees must be kept at home. If a child's temperature exceeds 37.5 degrees whilst at the Centre, families will be contacted by telephone and instructed to collect the ill child. In the event families cannot be reached throughout the day, emergency contacts such as those documented on the enrolment form will be contacted. Unwell children must be collected within an hour of making contact in order to protect them and other children from further illness.



## Antibiotics

---

Children who require prescribed antibiotics should be kept at home for the first 24 hours as they may have an adverse reaction to the group care environment. It is also important to remember that unwell children are incredibly sensitive and require one-to-one care, including administration of medicine. The role of our Educators is to maintain quality of care to all children which is not possible when a child poses a health risk to others.

## Medical clearance

---

In some cases, especially in the event of potentially contagious illness, a Doctor's Clearance letter will need to be provided in order for ill children to resume care, given no less than 24 hours has passed from the onset of symptoms. Illnesses attracting exclusion periods include those with symptoms such as temperatures and diarrhoea, therefore families must consult medical practitioners and/or refer to the exclusion periods when making decisions about returning their child to care.

## Medication

---

Children who are taking any kind of medicine may be too unwell to attend the Centre, therefore we ask that families consider the impact of their recovery should they return to care too early. Whilst we are happy to administer medicines, given they are prescribed and/or supported with medical instruction, we prefer they be taken at home. In the event repeated doses are required we are happy to administer medicines when families complete the required documentation.

Children will only be given medication at the Centre if:

- The medication is clearly labelled with the child's name and is housed in the original container with a current use by date
- The family member completes and signs an Administration of Medication Form and hands it directly with the current medication to an authorised Educator on duty
- Over the counter medications such as Demazin (for example) are accompanied with authorisation in writing from the child's doctor

## Accidents and Incidents

---

Children are physically active which does at times result in accidents during play. Paisley Park Educators are highly trained in the administration of First Aid in the event an accident occurs, therefore families can rest assured their child will be looked after at all times. In such instances families will be contacted by telephone and or contact with emergency contacts made especially if the child requires further medical treatment. In the event of a serious accident and one where emergency treatment is needed, an ambulance will be arranged immediately. It is essential that families sign the authority for Educators to seek treatment at a hospital in order for emergency treatment to begin should this be the case.

As legally required, Paisley Park Educators will document the nature of all such accidents/incidents on the relevant form detailing the nature of what took place and where, and the type of medical treatment administered. A copy of the incident and/or accident report will be provided to families if required.



## Anaphylaxis and Allergies

---

Allergies are becoming more prominent in today's society therefore many substances and foods need exclusion from the Centre in order to prevent any kind of adverse reaction in children. More information on Anaphylaxis, symptoms and treatment can be sourced from numerous online publications. In the event you require support sourcing information, please seek assistance from your Centre Director.

In order for us to best prevent adverse reactions in children with allergies, Paisley Park Educators must follow strict guidelines and policies and thus exclude foods and ingredients that may present as a danger to children. In order for us to best manage such situations we require detailed information from families about any potential or diagnosed allergies upon enrolment. This may include documented evidence from a medical practitioner detailing symptoms and related treatments. The safety and well-being of all children is our number one priority, therefore families must ensure they provide up-to-date information about any substances and/or ingredients in foods that may cause their child harm. It is also very important to discuss this information in person with the Centre Director and the child's Lead Educator in order for notifications to be available to all Educators at all times.

## Feedback and Grievances

We are committed to providing families with high quality Early Education and Care for their children, therefore we warmly welcome feedback as part of our Continuous Improvement. We accept that at times families may raise concerns or seek further information about our practices, routines or programs, therefore we are very receptive to the raising of any such issues. In order to ensure our response is prompt, we request that any concerns be initially discussed with our Centre Directors who will happily welcome such approaches. In some cases we will recommend a 'sit down' meeting to take place as we feel such a forum is the best to openly discuss and resolve the problem, therefore we may ask that families come in and meet with us to discuss concerns. Regardless of the severity of issues presented, we request that families document the details of their concerns for the Centre Director to investigate and respond accordingly. In support of the resolution process the owners of Paisley Park will also be available for discussion at any stage as a way to ensure the issue is promptly resolved and a positive outcome achieved.

In rare instances, concerns can be escalated to relevant departmental bodies who may intervene to collectively resolve the matter. However, we request that this be exercised as a last resort once strategies to resolve the issues are exhausted. In all instances Paisley Park will aim to ensure that grievances are dealt with quickly and professionally. Family members will be provided with a prompt response and process of resolution.



# National Quality Standards

---

Every childcare centre in Australia is required to undergo several processes in reference to licensing and standards measurement. Generally this process occurs every 2 years and is mandatory. The National Quality Standards were introduced in 2011 to replace the previous National Childcare Accreditation Process. The purpose of the standards is to ensure that child care services demonstrate high quality practices in a number of areas and demonstrate commitment to continuous improvement. The National Quality Standard is linked to a now national learning framework, the Early Years Learning Framework (EYLF), which Educators use when making decisions about children's learning provisions on a daily basis. Families will note codes and terms used regularly in Daily Reflections and their children's portfolios as a demonstration of our understanding of their child's learning progress.

The National Quality Standard introduces ratings for children's education and care across seven quality areas:

- 1. Educational program and practice**
- 2. Children's health and safety**
- 3. Physical environment**
- 4. Staffing arrangements**
- 5. Relationships with children**
- 6. Collaborative partnerships with families and communities**
- 7. Leadership and service management**

Practices demonstrated by Educators in reference to the seven quality areas are reviewed using five rating levels as part of the assessment process:

- 1. Excellent rating**
- 2. Exceeding National Quality Standard**
- 3. Meeting National Quality Standard**
- 4. Working Towards National Quality Standard**
- 5. Significant Improvement Required**

Paisley Park Educators, with the support of their Centre Directors, work in accordance with the above-mentioned quality areas on a daily basis and use their experiences with children, families and colleagues as opportunities to reflect on their practices and engage in regular conversations to support one another in their professional learning and development. Such conversations take place in formal meetings on a weekly basis, a forum we use for open discussion and forward planning. Our approach to continuous improvement is therefore one of constant review and reflection, applying new ideas immediately. On that basis we are clearly able to demonstrate our preparation for the assessment and rating process.



## 17. Legal Matters

---

At Paisley Park we take our legal responsibilities seriously, which is why we have in place extensive policies and procedures in order to best care and nurture each child's learning and wellbeing. It is important to inform our families that information about their child and family is maintained confidential at all times, only to be used with written permission. We understand that at times there may be family matters that involve external legal proceedings and we are thus sensitive to such matters. In order to best support families in such situations, we request that information is shared. This will help our understanding of the child's situation and thus provide additional support if required.

All team members at Paisley Park are considered by law to be mandatory reporters, which means that in the event they suspect a child is placed in any kind of harm or 'at risk' situation they are required to contact State relevant Child Protection Services. Department bodies are responsible for following through any matters if deemed necessary, which may involve contacting families directly. Further information can be sought from Centre Directors or by accessing State relevant government departments.



## 18. Baby Sitting

---

We understand that families live very busy lives and at times this results in not being able to find care for children outside of hours. Naturally families look to the Educators that care for their child on a regular basis for help. Whilst we are sympathetic to such situations we are also committed to ensuring we maintain strict confidentiality and professionalism at all times. Therefore our Educators are strongly discouraged from baby-sitting children who attend the Centre. Should team members become involved with babysitting your child Paisley Park takes no responsibility for the performance, reliability or conduct of Educators undertaking this role.

## 19. Social Media

---

We understand that in a fast-paced technological society, families engage with information available on social media networks (Facebook, Twitter etc.). Whilst we appreciate such networks exist as vehicles used for the purpose of communicating socially, we insist that Paisley Park Educators refrain from posting information about their personal lives on such sites and/or invite families as 'guests' and or 'friends'. We feel such activities are for the purpose of personal relationship building which may compromise our professional integrity, therefore we ask that families engage in interactions with Educators in person, via telephone during business hours, via our Paisley Park email and/or our website only.

## 20. Parking of Cars

---

We understand that families lead very busy lives and at times are in a rush to deliver their children to care. We are happy to assist families with the drop off and pick up of their children, however this cannot take place in the carpark. Most of our Centres have allocated car spots on site which can be freely accessed by families at 'drop off' and 'pick up'. Please remember the importance of safety for you and your child, NEVER leave your motor running or leave your child in your car unattended. It is advisable to lock your car and remove handbags and any valuables when dropping off and picking up



## 21. Final Words

---

We thank you for reading the material provided in this handbook and trust it has provided you with all the information you require about our philosophy, policies, systems and procedures. Please remember that for further information to approach our Centre Directors as they are always receptive to your inquiries.

We endeavour to update our documentation on an annual basis therefore if you come across any information that you feel needs updating or expansion, please communicate this in writing.

We look forward to nurturing a strong relationship with you, and encourage you to contact us directly for further information.









Live Love Learn

1 800 PAISLEY

1800 724 753

[www.paisleypark.com.au](http://www.paisleypark.com.au)