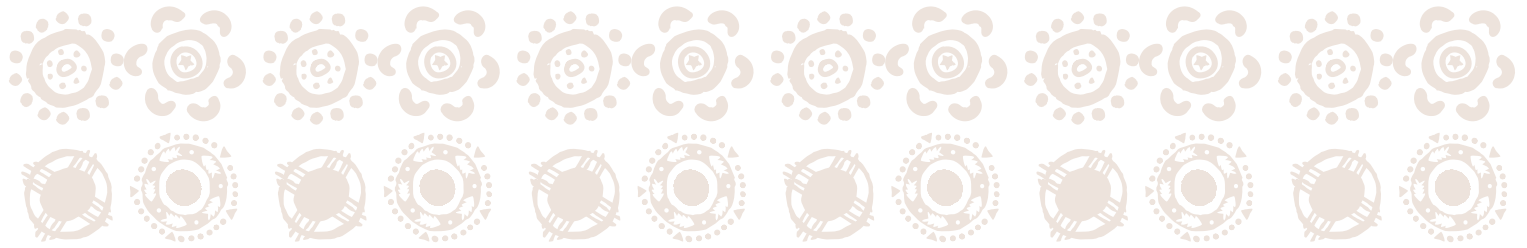




Parent Handbook



Smart
tots
CHILDCARE



www.smarttots.com.au

Welcome to Smart Tots Early Education and Care.



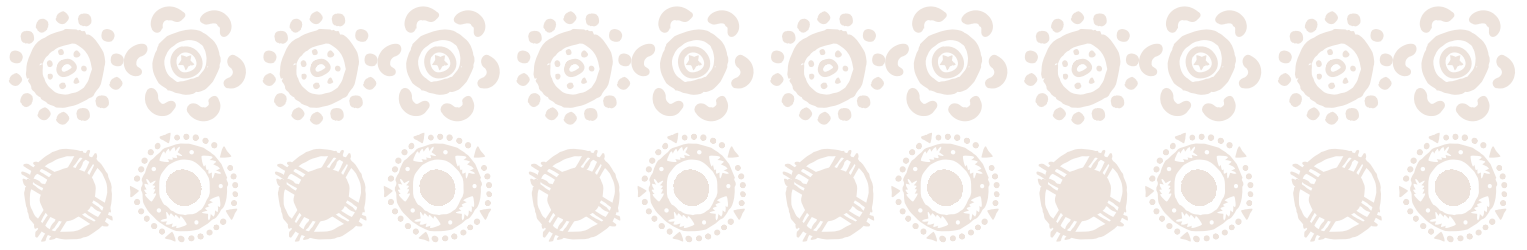
We trust that your time spent at Smart Tots Early Education will be a happy and fulfilling experience for your family.

The purpose of this handbook is to give you an insight into the philosophy, goals and routines within the centre. It will also explain our policies to aid in the smooth transition into the centre.

The Centre Staff are always available to ask any questions or respond to any concerns you may have during the orientation process and beyond. Please feel free to approach the staff at any time. We encourage parent feedback and welcome any suggestions.

Our Centre is committed in providing quality care to children aged 6 weeks to 5 years. Smart Tots Childcare is a Long Day Care Centre operating 52 weeks per year, closed only for gazetted Public Holidays. The hours of operation are – 6:30am to 6:30pm Monday to Friday.

We offer a variety of services for all children: Full Time Care, Part Time Care, and an approved Kindergarten program.



Our Vision.

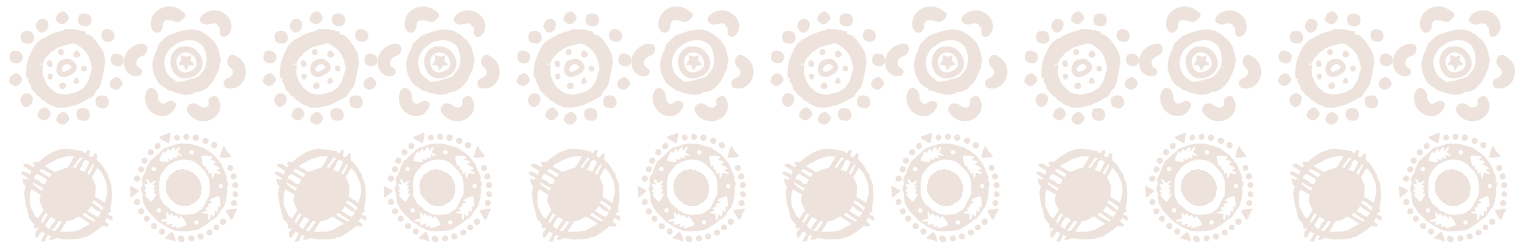
We acknowledge the Quandamooka people as the traditional custodians of this land and the first teachers of the next generation.

We are committed to reaching out to all our families within the community to break down the barriers and move forward together and

“stand as one”

We will provide a safe and nurturing environment where all children can learn and progress through play opportunity's and experiences that they are guided by educators that are informed and dedicated to the welfare and development of the child.





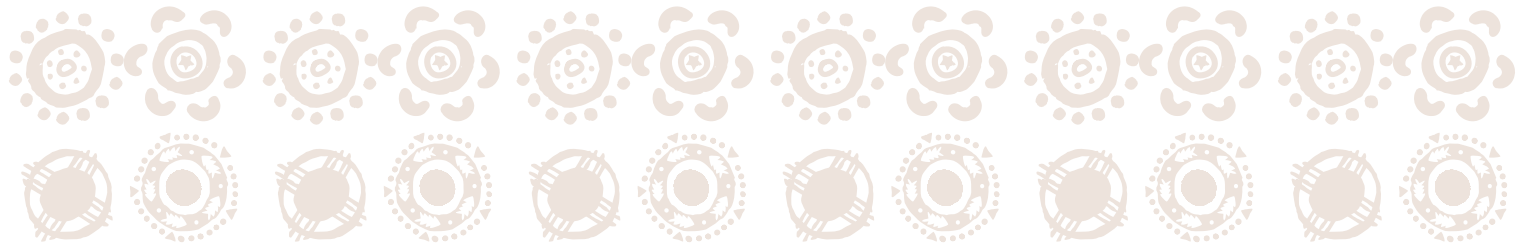
Statement of Philosophy.

Children

We see children as unique and capable individuals, who come to our service with their own interests, talents, skills and ideas. As educators, we are well trained and passionate. We value, respect and appreciate every child's uniqueness. We feel children have a right to be active participants in their own learning and must be empowered to express their views and ideas. A child's opinion must be valued for its validity to their perspective and their autonomy and initiative needs to be respected.

As educators, we will protect and cherish the innocence of children, thus providing a safe and secure environment. As we unpack the Early Years Learning Framework (EYLF), we will work alongside your child to actively promote children's learning through worthwhile, challenging experiences and interactions that foster high-level thinking skills.



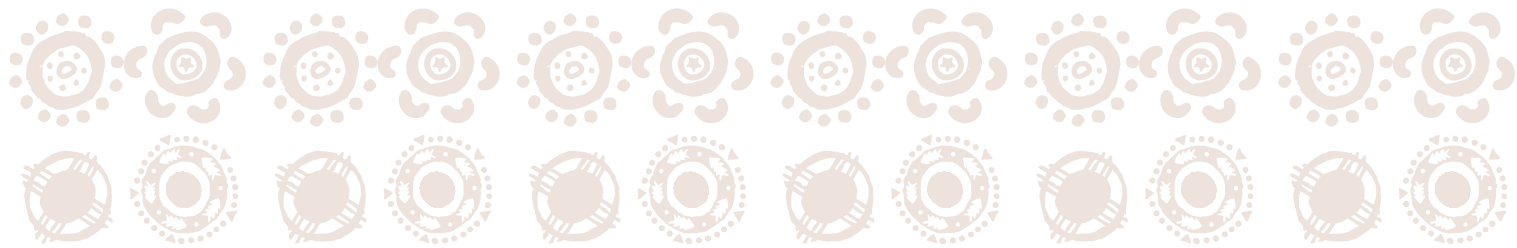


Environment

We will actively recognise and value the environment as the third teacher, as described by Reggio Emilia: “Learning environments engage and foster a sense of ownership and respect when they are aesthetically pleasing, reflect the identity and culture of children and families, and encourage a connection to place”;

We will aim to provide a warm, respectful and consistent environment in which the children will learn, and in which they will feel a strong sense of belonging. Consistency of staffing will be our priority to promote strong, continuous relationships with and between staff, children and families, and consistent class groups facilitate social continuity and ongoing friendships. We will aim to help the children acquire and maintain responsible attitudes in their personal and community life, by encouraging concern and empathy for others and for the welfare of the group. We will aim to help the children acquire and maintain an appreciation for difference of ability and opinion, and diversity of culture and belief, in our society.

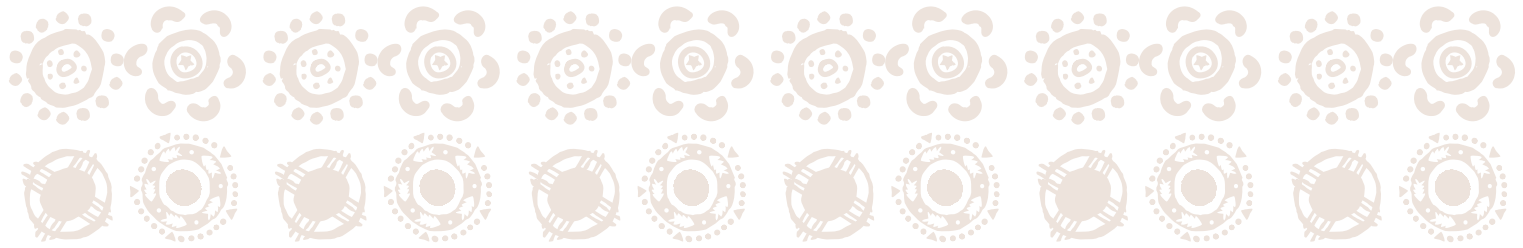




Children inherit connections to the natural world, and we understand that children often develop their understandings of the world from information presented to them by the significant adults in their lives. As we are one of these significant adults, we have a responsibility to present a positive approach to the environment. We also embrace diversity within our service and the wider community, so children view this diversity with a sense of appreciation and wonder rather than misunderstanding and fear. Through respect, acknowledgement, appreciation and acceptance of diversity within our community, our service will embrace, celebrate and share traditions and cultures throughout our program.

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Our service caters to different capacities and learning styles and invites children and families to contribute ideas, interests and questions (EYLF).





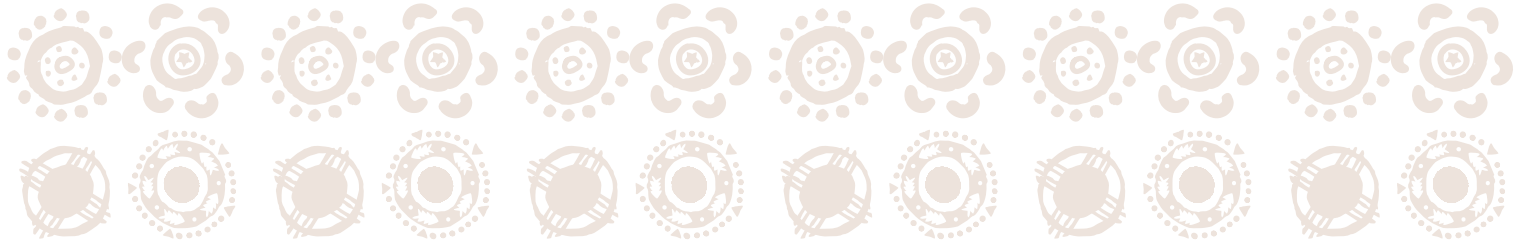
Program

Our priority will be to provide quality care and education for the children attending our centre, and to be responsive to the individual needs of their families. We will be committed to continually endeavoring to improve our service, our programs, and our facilities, for the children, families, staff and the community.

We believe a curriculum in which children are active participants and collaborators allows for more individualistic and meaningful involvement of the children. We believe children are unique individuals who develop at their own rate; therefore, we provide enriching, meaningful and realistic opportunities so children can explore, create, discover, and imagine.

Our programs reflect planned and spontaneous experiences designed to support children's development in all domains, they actively promote children's learning through worthwhile, challenging experiences and interactions that foster high-level thinking skills (EYLF). We hope that by immersing the children in a curriculum based around their needs and interests and planned to develop each child as an individual, we will enable the children to be confident, self-directing and continuous learners who are well equipped to handle both themselves and society.

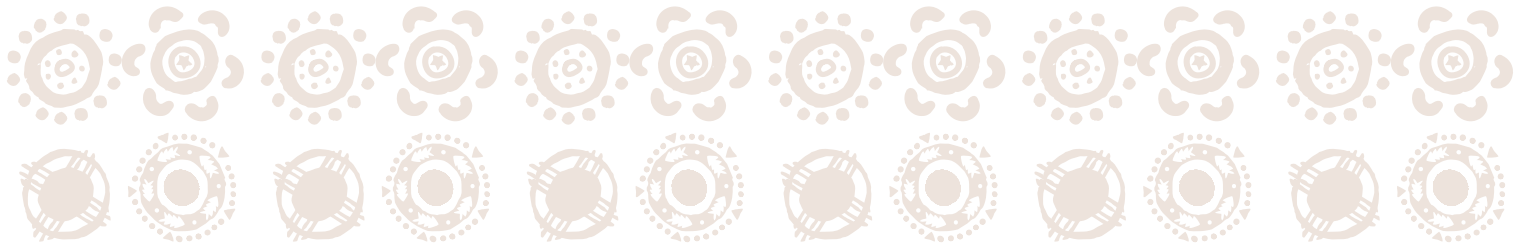




Family

We acknowledge that family are the first teachers and influential aspect in the lives of young children, and the significance of their relationships cannot be underestimated. We aim to ensure we involve parents and families in all aspects of the program's development and implementation. We strive to develop positive, mutually respectful relationships with each family member as we work in partnership to achieve the best possible outcomes for all. We believe that working in partnerships with families is central to ensuring continuity and progression in a child's learning, development, and future success.



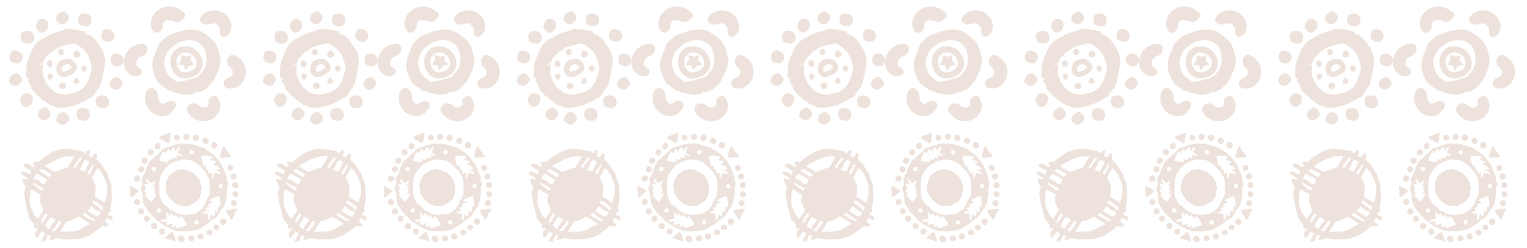


Educators

For the educators in any early childhood setting, teamwork and effective communication are essential requirements for positive outcomes across all aspects of the Services' functioning. For 'together, everyone achieves more'. Educators are responsive to all children's strengths, abilities and interests. We will value and build on children's strengths, skills and knowledge, ensuring their motivation and engagement in learning (EYLF). We aim to create an environment of trust and respect, where we work towards achieving a shared goal.

Ongoing education and training is a critical aspect of our staff's professional development. Through accurate evaluation and assessment, which occurs when we critically reflect on our actions, we identify areas which may be considered a skill and those which may need further development. We recognise educators and staff as our service's most precious resource and aim to provide them with a satisfying and safe working environment. Furthermore, we also appreciate the experience and skills of all educators and staff. We appreciate their dedication as an integral element of the success of our service.





Community

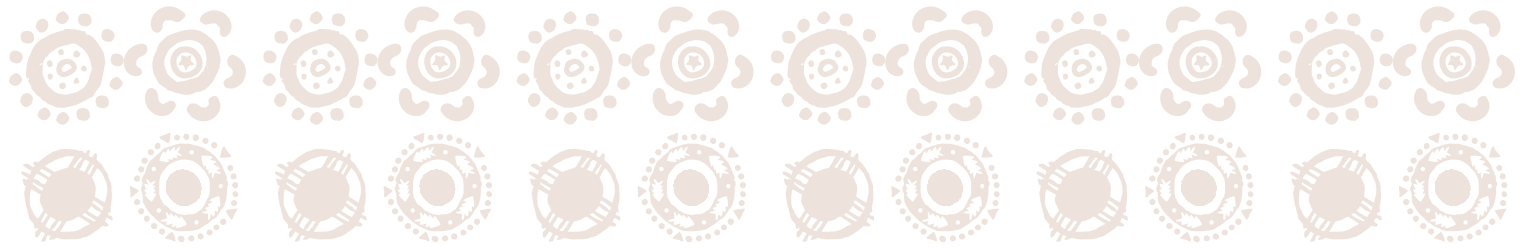
We strive to be a service of excellence within our community. A service that values community involvement in all aspects of our program. A service where community resources are utilised effectively to enhance the growth and development of individual children, families and educators/staff. We strive to promote a positive organisational culture and build a professional learning community;

We are committed to ongoing continuous improvement of service quality and practice;

We aim to embed quality systems that contribute to the effective management of a quality service.

We respectfully honour and acknowledge the Quandamooka people, the traditional custodians of the land on which we work and play and provide opportunities for the children to learn from the experiences and knowledge of Aboriginal and Torres Strait Islander societies.





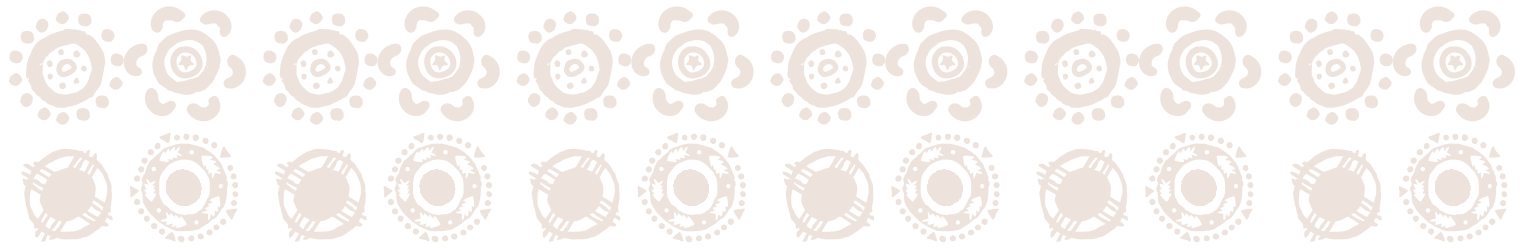
Our Team.

Team photos with their qualifications are displayed in the foyer. The Team are required to meet the standards of the centre's policies and procedures. Team members are involved in further training to continue to provide professional care for your children. They all appreciate positive feedback from you and are always willing to discuss any matters concerning you and your child.

Childcare Support Staff:

Our support team share the additional hours required to relieve team members to go to lunch, have tea breaks and have assessment and planning. Their hours are flexible and they also cover absences such as personal leave and annual leave. Other support team members not listed may work from time to time when needed.





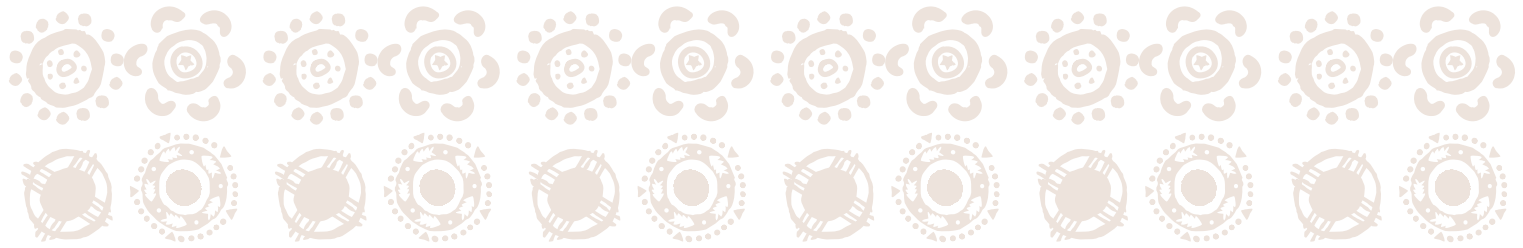
Making the transition to Early Education and Care

Early Education and Care is a new environment for your child, with new people and new routines. Your child's transition to Early Education is more likely to go well if you start getting ready for Early Education well ahead of time.

Also, starting slowly is important. For example, if it works for your family, you could start with short days, building up to leaving your child for a whole day.

It's also important to talk to your child's educators about the best way to help your child with the transition. Educators have a lot of experience with settling young children, and they'll be able to suggest options for your child and family.





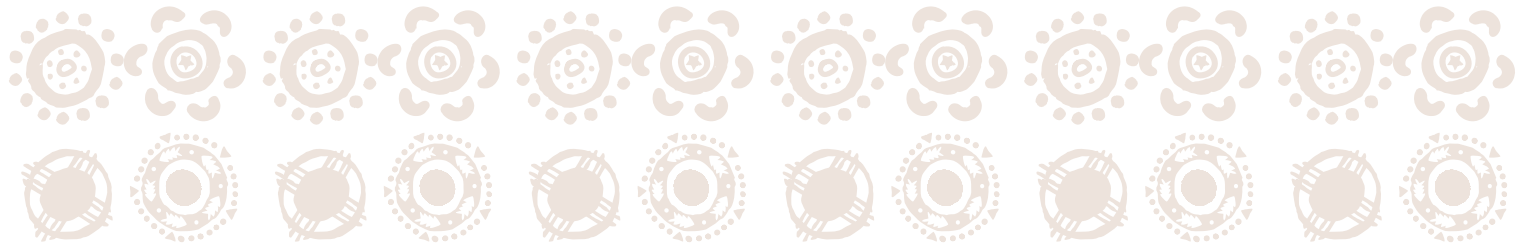
Some Helpful Tips:

Build a relationship with your child's early childhood educators - Your child is more likely to feel secure at childcare if they see that you have good relationships with early childhood educators. If your child can see that you trust their educator, your child is more likely to trust the educator too.

Stay with your child - It's good to make time to stay with your child as they get used to being without you at childcare. You could read a book together, play quietly or watch your child do activities. As you and your child become more comfortable in the environment, you'll develop a drop-off routine that works for both of you.

Say goodbye - When it is time to go it is important to Tell your child when you're leaving and when you'll be back. This is helpful even with babies. Leaving without saying goodbye can make things worse. Your child might feel confused or upset when they realise you're not around. They might be fearful and harder to settle the next time you leave them.

Separation Anxiety - If your child is suffering from separation anxiety, it's best not to avoid separation. Instead, there are many things you can do to gently encourage and help your child. Let your child take something they love from home, like a teddy bear, pillow or blanket. These objects will help your child feel safer, and you can gradually phase them out as your child feels more settled in the new place.



Daily Routines:

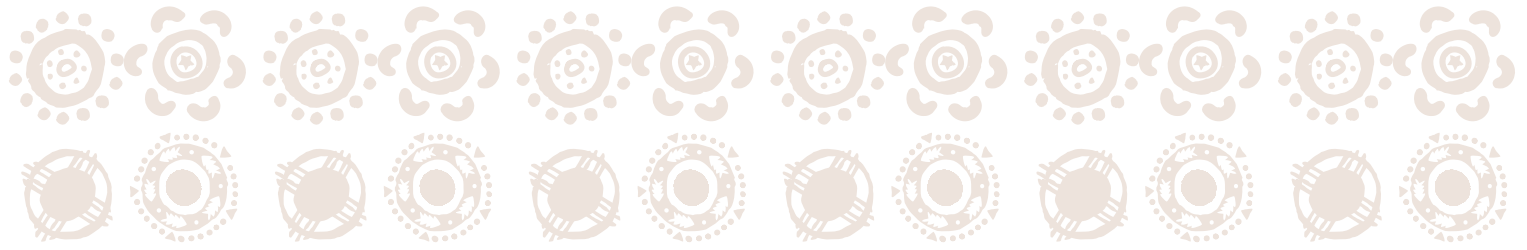
Each room at Smart Tots Early Education has flexible routines that cover approximate times for activities such as meals, sleep and playtime. Routines will vary from time to time according to the needs of the group and individual children. For further information about your child's routines please see the team in your child's room.

Assesment and Planning:

The Team Leader in each room in association with the other Educators, is responsible for planning an early education program based on the Early Years Learning Framework, which reflects child-centred anti-bias and multi-cultural experiences; is developmentally appropriate and which emerges from the children's observed interests and family feedback. At times this will involve taking photos of your child.

A wide variety of developmental and interest areas are provided for within the indoor and outdoor play environments. These include cognitive, physical (gross and fine motor), social and emotional development, language and literature, arts and craft, music and movement, maths, science and construction.





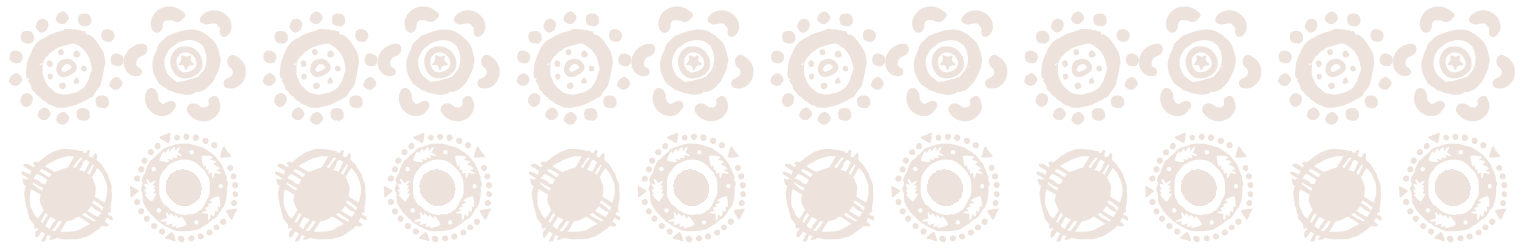
What To Bring.

Please Remember To Label All Belongings So We Can Minimise Loss Of Property:



Clothing – Please provide a complete change of clothes for your child on each day of attendance. More than one change may be required (including shoes and socks) for children currently toilet training. Children's clothes that become soiled will be returned home in a plastic bag. These clothes will be available in the soiled items facility in each room. Remember to name your child's clothing and that it is important that your child is comfortable and their clothing is weather appropriate. Also remember your children are very busy during their day and tend to get very messy and dirty, please consider this when dressing your child.

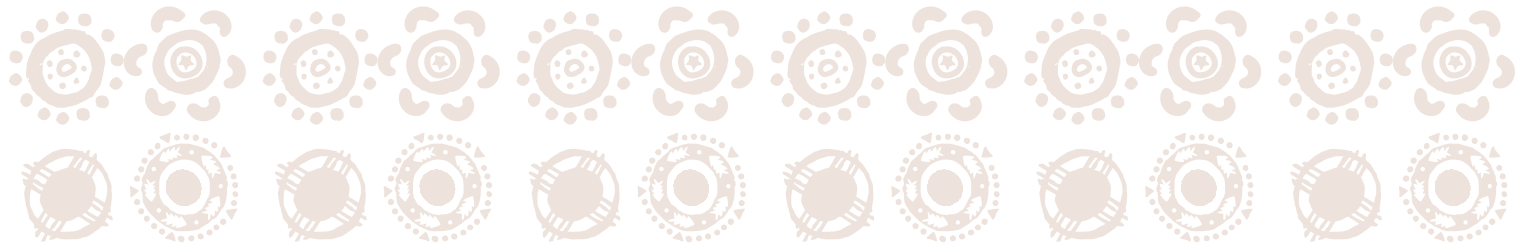
Seasonal Changes – The centre will provide your child with a hat on enrolment, all children are required to wear a broad brim hat outdoors. Caps do not provide enough sun protection; (Please refer to your Services Sun Protection Policy). Foot wear including thongs and crocs are not suitable for climbing, and are therefore not advisable to be worn. During the winter months, warm coats and beanies may be appropriate as the children still spend time outside. Gumboots can also be worn for outside play during the cooler months.



Drink Bottles – Children need to bring their own named drink bottle to be used at the centre. This is particularly important during the warmer months to ensure children are kept well hydrated whilst outdoors. All drink bottles are to be taken home at the end of each day.

Bottles and Dummies – For hygiene purposes, all bottles and dummies must be clearly named. Also remember to provide a named container to store your child's dummy while it is not being used.

Medication and Creams – All medications and creams must be supplied with a pharmacist's label



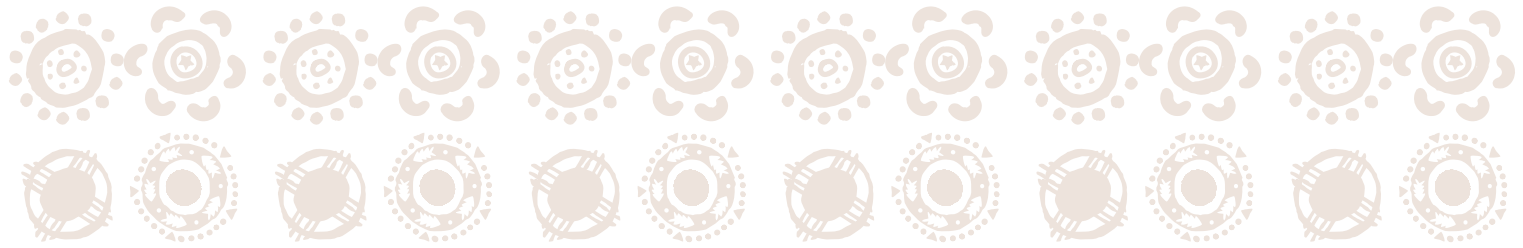
Food And Meals.

Smart Tots Is An Egg And Nut Free Centre:

The centre adopts a “Healthy Food Policy” as part of our Nutrition Policy. This means that all food provided by Smart Tots Early Education will be wholesome and nourishing. If your child has a special diet or develops an allergy after you have enrolled, please remember to tell the team.

The menu is displayed in your child’s room and outside the kitchen. If you have any questions or queries don’t hesitate to ask the cook or another member of staff. Morning Tea, Lunch and Afternoon Tea is provided.





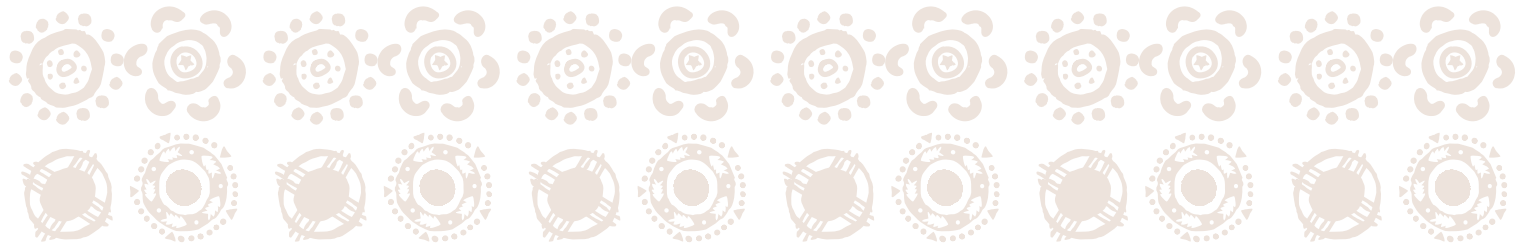
Fee Payments.

At Smart Tots Early Education and Care, all fees are payable in advance as per our fee policy payment schedule. Failure to do so could result in losing your child's position of care. The preferred method of payment is DebitPro, our Direct Debit facility. Final weekly banking is completed by 10 am on Friday mornings and all payments need to be finalised before this time to ensure the accuracy of your weekly account statement.

Fees Are As Followed:

Room	9hr	10hr	12hr
Nursery and Toddlers	\$140.00	\$140.00	\$140.00
Junior Kindy	\$140.00	\$140.00	\$140.00
Senior Kindy, Kindergarten	\$140.00	\$140.00	\$140.00

The above fee structure is effective from 22nd January 2024. If you would like further information on your new weekly gap fee, please do not hesitate to come and see me.



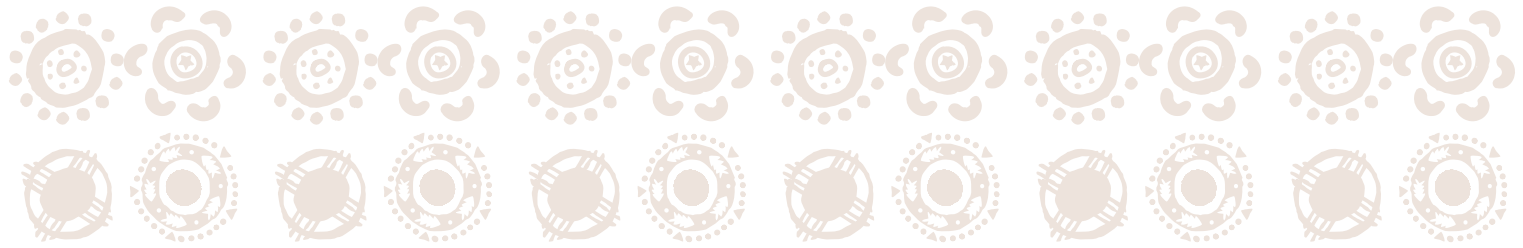
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All rooms prices include morning tea, lunch, afternoon tea
Fees are payable to ALL days booked, including any absences due to illness, holidays or public holidays. (25% discount off your fees is available for holidays throughout the year providing fees are paid up to date and a minimum of two week's notice is required).

Late Collection Fees – A fee of \$15.99 for the first minute and \$1.00 per minute (payable in cash to the late lead educator) will apply after 6:30 pm. If you are going to be late for any reason, please contact the staff at the centre.

Two week's notice is required when your child leaves the centre. All accounts must be finalised by this time to avoid any legal action.

Further information in relation to Fees can be found in our Fee Policy.



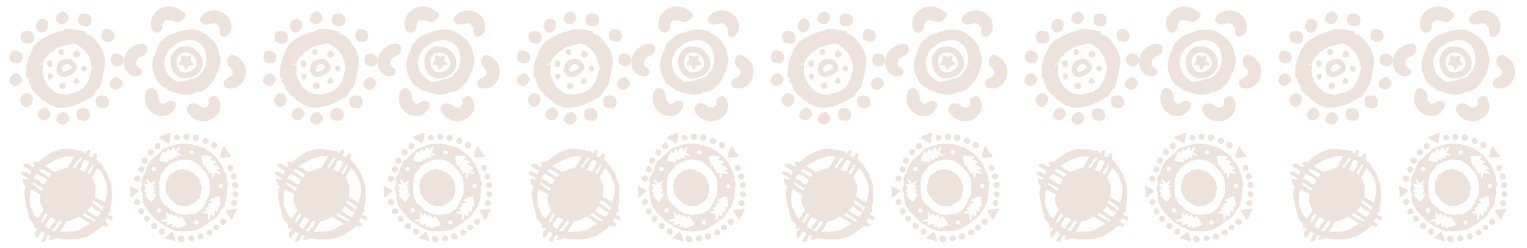
Child Care Subsidy:

Child Care Subsidy is available for those who are eligible. To qualify for this benefit, families must lodge an application form with the Centre Link. The centre will not be held responsible for any information that has been given to the Centre Link by the customer in regard to CCS details.

IT IS THE PARENTS RESPONSIBILITY TO ENSURE THAT THEIR CHILD CARE SUBSIDY REMAINS CURRENT. IF YOUR NOTICE EXPIRES, FULL FEES MUST BE PAID UNTIL A NEW ASSESSMENT IS ISSUED TO THE SERVICE.

Signing In And Out:

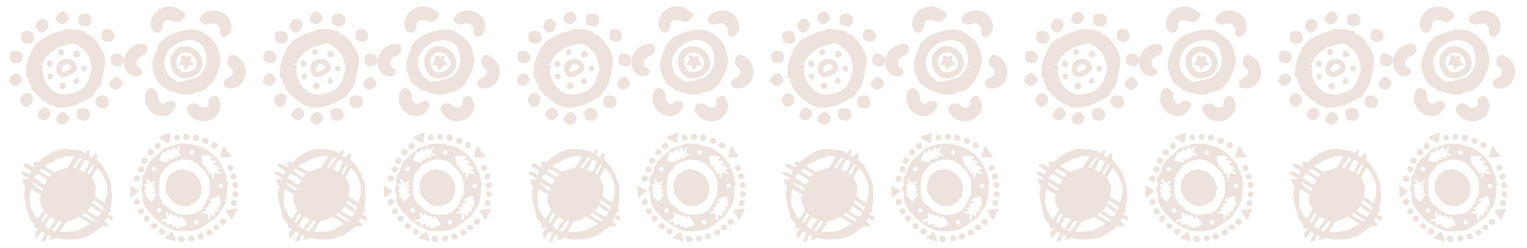
Each day parents are required to sign their child in and out via the tablet, this information must be kept up to date each day your child is in attendance to enable your CCS entitlements and Kindergarten subsidies to be paid correctly. These records are used for attendance checks and in case of an emergency. It is a legal requirement that they are completed correctly.



Collection Of Children:

No child will be released into the care of any person not known to staff members. If staff do not know the person by appearance, the person collecting the child will be asked to produce photo identification to prove that they are authorised to collect the child on the enrolment form.





Parent Participation.

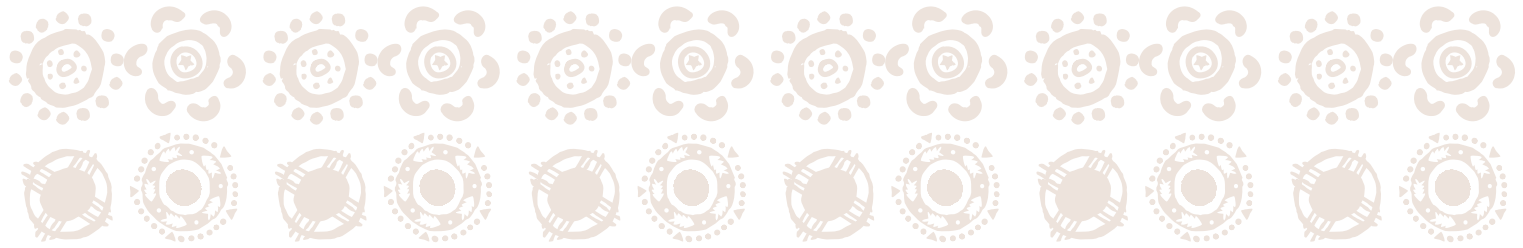
We encourage all families to join in and contribute to all aspects of the Centre. Parents are welcome to spend time at the centre and share any skills or interest they may have with the children.

Absences:

Parents are requested to notify the centre as soon as possible if their child is unable to attend care, this can also be done through the Kindy Now app which you can download on any smart device. Notice is also required in the incidence of infectious or contagious diseases in the family.

Families receiving Child Care Subsidy are entitled to 42 Allowable Absences in a financial year. Once you have used all 42 absences, Child Care Subsidy will no longer apply on the days your child is absent from the centre and you will be responsible for paying the full fee rate. Your absent days will be tallied on your weekly account.





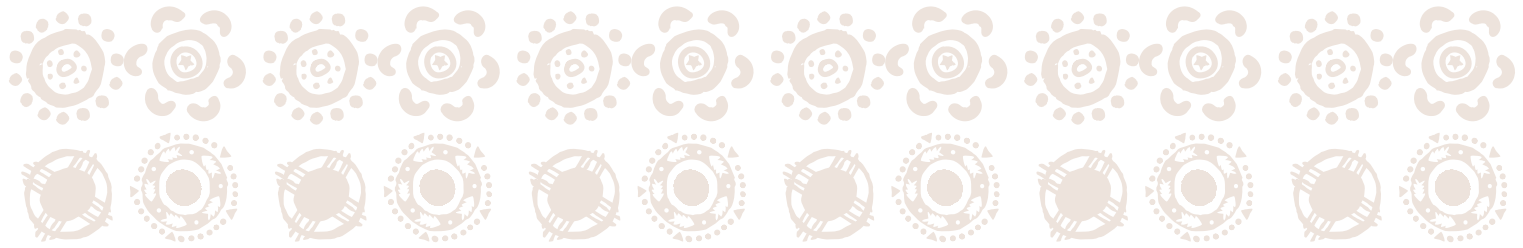
Child Care Subsidy:

Our centre accepts both immunised and non-immunised children. Although, in accordance with our “Exclusion Policy” any child that has not been fully immunised may be excluded from care, in the event of a breakout of a vaccine preventable disease. It is the responsibility of parents to forward to the centre updated immunisation details as they are scheduled.

Accident / Injury:

Our centre is committed to providing an environment that promotes safety and allows for maximum supervision, thus eliminating any accidents to children and staff.

In the case of an accident involving your child during care, staff will immediately administer First Aid. Any minor accidents or injury that occurs to a child during care will be documented on a Medical Wellbeing Report. Staff will inform parents of any accident/injury by phone or at collection time and parents will be required to sign the form to acknowledge that they have been informed of an accident or injury to their child. In the event of a child’s injury involving a bump to the head, the parent will be contacted by phone to allow the parent to assess the situation in consultation with staff. In the case of a serious accident, staff will attempt to contact the parents immediately. If emergency treatment is required an ambulance will be called without delay. It is therefore important that the contact number you provide on the enrolment form is correct and updated when necessary.



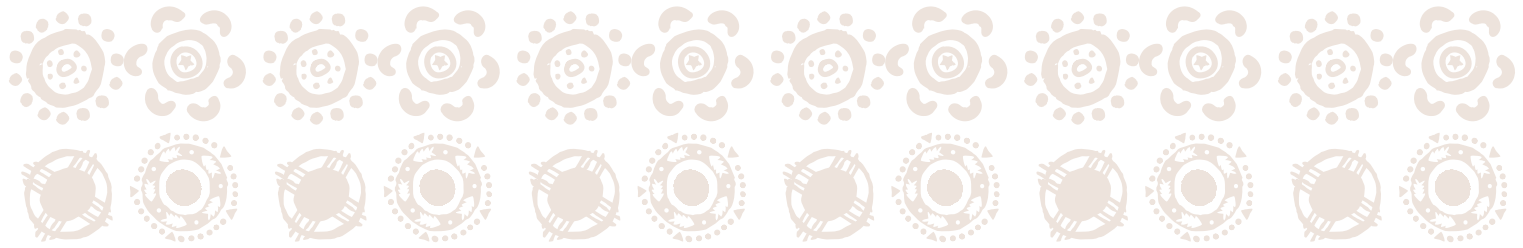
Medication:

If your child requires medication whilst in care, a medication record form must be filled in by a parent. **NO** medication will be administered to a child unless prescribed by a medical practitioner. If the medication is an over-the counter drug for the use of anaphylaxis/allergies, it must be accompanied with a letter/label from the Pharmacist/Medical Practitioner stating the child's name, the dose required and the period for which the dose has to be administered.

All medication brought into the centre must be handed to staff who will then place it into a lockable container out of the reach of children. Under no circumstances is any type of medication to be left in a child's bag.

Rest Time:

Rest time is an essential part of a child's day. Children are encouraged to sleep or rest during their time in care. The times may vary according to the age and needs of the children. Children who don't sleep will be encouraged to read quietly and will then be allowed to participate in quiet play.



Illness Policy:

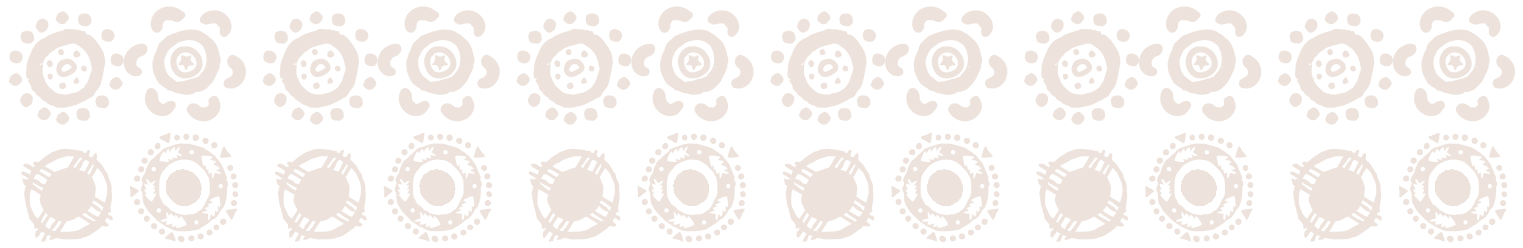
Certain infections are excluded from attending. If your child becomes ill whilst in care the guardians will be contacted and asked to collect the child as soon as possible.

Parents are encouraged to seek medical advice and contact the centre to inform them of the outcome. Children with a suspected infectious condition must produce a medical certificate before the child returns to care. It is the centres responsibility to inform parents and staff of potential risks or outbreaks of infectious disease.

Children will be excluded if they have:

- higher temperature in excess of 38 degrees.
- sticky eyes/discharge from the eyes/blood shot eyes.
- diarrhoea or vomiting.
- contracted an infectious disease of skin infection.
- an unidentified rash.
- or if in the opinion of the staff they are unfit to cope with a stay at the centre.

Parents will be expected to inform staff of their child's condition at all times.

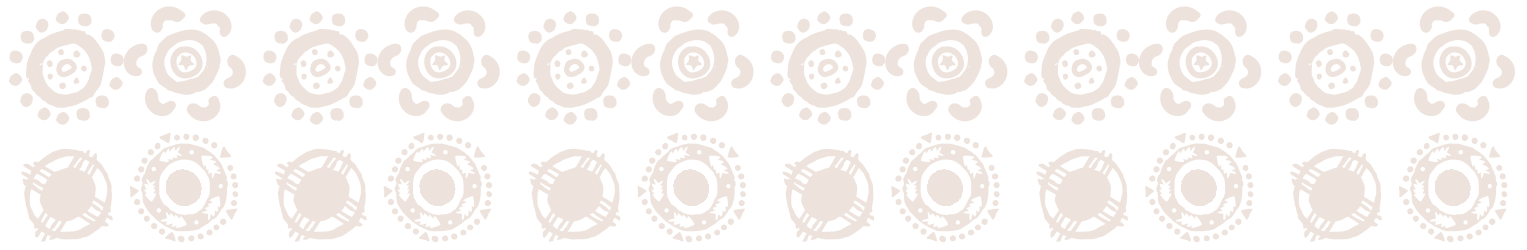


Sun Protection:

It is important that we all protect ourselves from the harsh sun. Young children with sensitive skin are at particular risk of sunburn and skin damage. We encourage all families to adopt a sun smart practice whenever possible.

To enhance this practice we recommend that Parents put sunscreen on their children prior to them arriving at the centre during the summer months to ensure that the 20 minute time frame recommended by the anti-cancer council is adhered to before any outdoor play. The centre also provides sunscreen. If your child has sensitive skin to sunscreen products you will need to provide your own sunscreen with a label on it. Staff will reapply sunscreen during the course of the day prior to any outdoor activities. The centre will provide a hat for your child, clearly named and to be left at the centre. **HATS MUST BE WORN AT ALL TIME WHILE OUTDOORS** as part of our Sun Protection Policy.

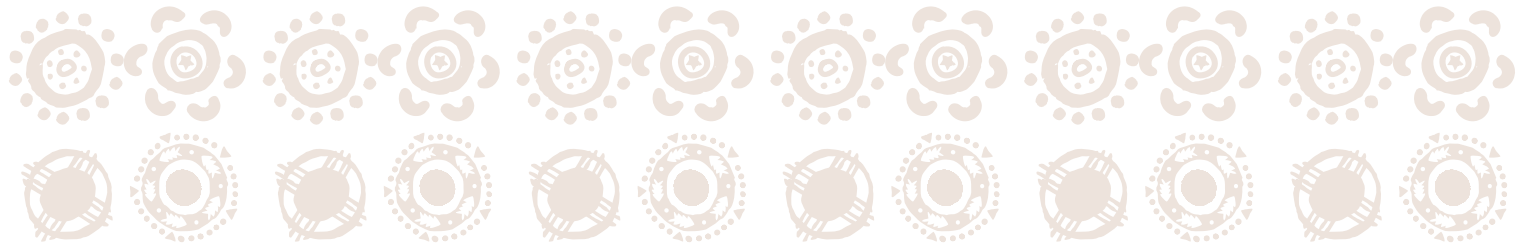
Children without a sun hat will be asked to play in an area protected from the sun. Children are encouraged to wear sun safe clothing that does not expose too much skin to the sun. Such items as crop or singlet tops do not provide enough sun protection and are not recommended.



Emergency Evacuation Procedures: Effective Date:

Emergency Evacuation plans and procedures are displayed throughout the centre. Regular fire drills are conducted by staff to familiarise the children with evacuation procedures. Each child will be accounted for by means of the daily attendance sheet and evacuated to a safe place. It is therefore extremely important that the sign in sheet is completed correctly each day.





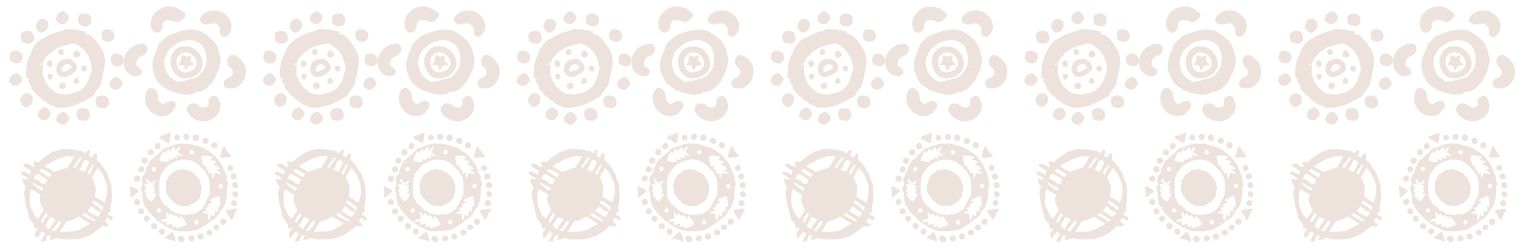
Behaviour Management

Our centre implements a Behaviour Guidance and Appropriate Language Policy, which extends across the whole centre giving consistency of expectation in all rooms. This policy encourages children to respect themselves and others. Therefore staff will emphasise positive behaviour management and incorporate positive reinforcement techniques to guide the children.

The centre's aim is to foster behaviour based on control of self and an understanding and appreciation of other people's needs, rights and feelings. This can only be achieved if the children are aware of the limits within the centre and by being consistently reinforced by each staff member.

Parent Grievances:

The relationship between staff and families is of great importance. In order to enhance and preserve this relationship any grievances/complaints, concerns or differences of opinion need to be dealt with. This will allow for quick resolution and minimal disruption to the day to day running of the centre. Any grievances/complaints should initially be discussed with the person involved if this is appropriate or possible, or with the Director. If necessary, our Operations Manager (number can be found in the foyer) or alternatively the Office for Early Childhood Education and Care Department of Education, Training and Employment.



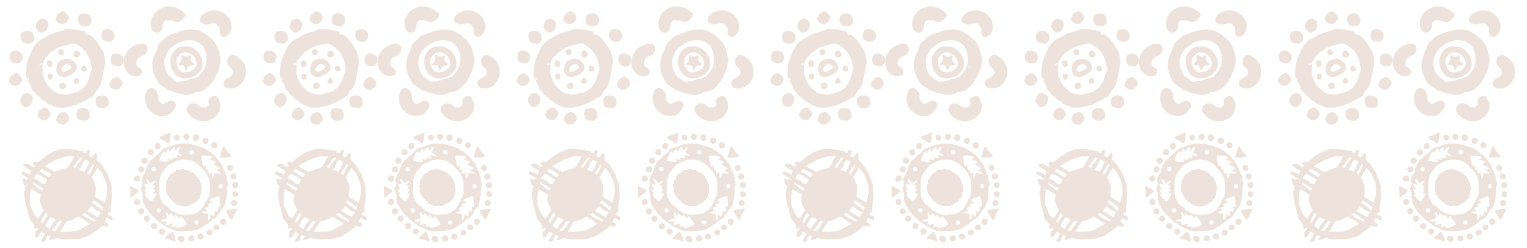
Notice Boards / Newsletters:

We have a number of notice/information boards in our centre. A variety of information will be displayed in regards to upcoming activities and general parent information. Such information may also be made available in various languages. Centre events, updates, general information etc will also be sent to you via email or the parent portal as regular communications. So please take the time to read any relevant information.

Birthdays:

Birthdays are special times for children and the centre enjoys sharing the occasion. Anaphylaxis and Allergies are a big concern in a childcare setting so to keep all children safe, we cook the birthday cakes on premises, all cakes are plant based so they don't contain eggs, nuts, and dairy. You will fill out a form which can be found outside the kitchen and return it to the kitchen two week before your child's birthday, this not only gives the Chef plenty of time to be prepared.

We usually celebrate birthdays at Afternoon Tea and parents are welcome to come along and share in the fun.



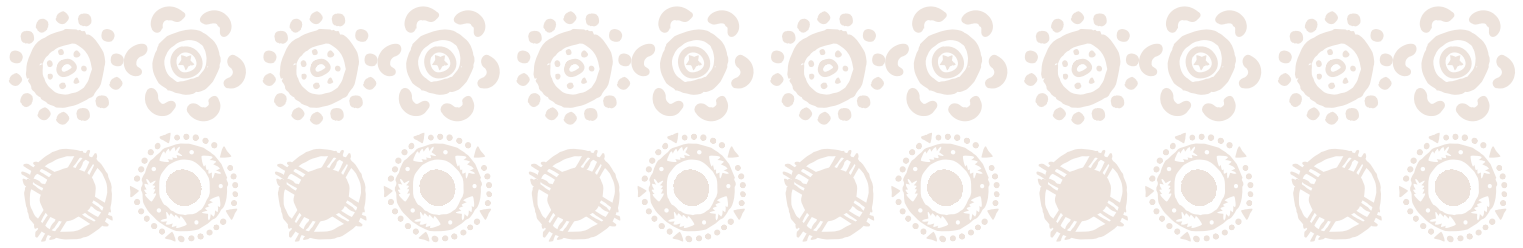
Toys:

Children may bring comfort toys to the centre particularly for sleep or rest time. The centre however is not responsible for the loss or damage incurred to any toys. Please do not send expensive or loved items that will be missed, as it is sometimes difficult to keep track of toys and loss may cause distress to the child. Please ensure these toys are clearly named.

Students:

Our centre welcomes students on work experience or placement. Students will work together with staff members to enhance their level of learning. Please feel free to make our students welcome at our centre.





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Policy Manual:

The Service Policies are review each month by our staff and the families. Your input and feedback into our Policies is valued. The Policies Manual is available for you at any time and is located in the foyer. If you have any queries please talk to the Director.

Thank you for taking the time to read through this important information in regards to your child's care. Please keep this handbook in a safe place for future references.

Smart Tots acknowledges the Quandamooka people past and present



Please consider the environment before printing this email

HOURS OF OPERATION

Monday - Friday
6.30am - 6.30pm
Saturday - Sunday
closed

SMART TOTS CONTACT DETAILS

E. info@smarttots.com.au
W. smarttots.com.au
T. (07) 3824 1111
A. 51 Cambridge Drive Alexandra
Hills Qld 4161