



Kidz On The Avenue

Early Learning Centre

Parent Handbook

Part 1 of 2: Centre Overview

Welcome to Kidz on the Avenue ...

Kidz on The Avenue is a special place where children, staff and families come together.

At Kidz on the Avenue we know that the first five years of a child's life shapes their future – their health, learning and social development – and we want to make sure that their future is bright.

The centre is committed to providing the highest standard of care and has excellent trained staff and appropriate equipment for the social, intellectual, multicultural and physical development of the children in its care.

We will work to develop warm trusting relationships where we support each other and work in partnership to achieve the best possible childcare experience for your child

A place that your child will enjoy coming to and where their confidence will grow as they develop friendships with other children, staff and families.

This booklet outlines issues you will need to be aware of while you are a part of our Centre family. It is important that you read over this booklet and ask questions about matters you do not understand.

Kidz on the Avenue Philosophy

“Tell me and ill forget, teach me and I'll remember, involve me and I'll learn” – Benjamin Franklin

Roles of early childhood professionals- Staff employed at KIDZ ON THE AVENUE shall be committed to providing a warm caring positive environment for all involved with the service. This ensures that children are able to develop to their fullest potential at their own pace and to gain independence and positive self esteem. Children need to “feel a sense of belonging, see themselves as being valuable members of the community, see themselves as unique and powerful human beings, learn that working together is a good way of generating new ideas, making progress, being creative and solving problems.” (NSW Curriculum Framework). An individualised program assists in providing high quality care and learning according to each child’s own needs and stage of development within a flexible environment. Programs are also individualised through parent and child weekly input and ideas.

Learning Programme - KIDZ ON THE AVENUE have incorporated the Early Years Learning Framework and National Quality Framework for all centre practices, methods and approaches to educating children and managing the Centre. By using learning outcomes and critical reflections the children’s development and progress goals are aligned with the new National Framework, ensuring that play experiences and opportunities for development are wholesome, enriched and include the many facets of child development, for example, the children’s sense of community value, understanding of reciprocity, fairness, equality and respect for cultural diversity. Family Needs- Staff are active in building a strong partnership with parents on the ongoing care, nurturing and education of their children. Active involvement by parents is encouraged to allow transition from home to KIDZ ON THE AVENUE to be as smooth as possible. Staff and parents shall keep each other informed of the children’s progress through various communication processes.

Community- All involved with KIDZ ON THE AVENUE are respected as individuals regardless of their cultural background, gender, beliefs and attitudes. Individual efforts and skills are recognised and appreciated. We at Kidz on the Avenue will endeavour to promote sustainable living.

Communication- Teamwork is a top priority as staff work together to support each other and fulfil a variety of tasks. Open communication away from the children is encouraged so that staff may gain a variety of viewpoints and solve problems constructively. Commitment to ongoing education by staff ensures the highest quality of care and pride is maintained at all times.

Developed by Kidz on the Avenue Staff, Parents, Children and Management committee in October 2020.

Kidz on the Avenue physical Environment

Kidz On The Avenue is an early learning centre in Hurstville that provides care for 39 children between the ages of 2 to 6 years, in a fully air-conditioned environment specifically designed to meet the aesthetic and functional requirements of children, families and childcare staff in a long day care centre

Kidz On The Avenue Early Learning Centre has been operating for 7 years, and is located behind Danebank Anglican School for Girls.

The environment at Kidz on The Avenue is one where your child is free to explore, make choices and discoveries.

All resources and equipment are made available and accessible to children as it supports their changing needs and interests.

The play areas have been thoughtfully designed to promote consistency and security. The outdoor environments are stimulating, exciting and interesting for all of our different groups of children.

All Kidz on the Avenue rooms are provided with developmentally appropriate toys, books, equipment and educational materials to ensure that it provides all the stimulation your child needs throughout their time in care.

We have given individual names to the children's rooms throughout the centres.

Please view our website www.kotakids.com.au for more details about the centre.

The Kidz on The Avenue Team

We recognise staff as our greatest asset. We employ staff with a range of qualifications, skills and experience. We make every effort to recruit and retain the best possible early childhood staff to care for and educate your child.

We have thorough recruitment procedures to ensure all staff have the appropriate skills and experience for the position they hold.

Staff are provided with training opportunities throughout their employment to enhance their skills and keep up to date with current knowledge of best practice in early childhood.

We carry out regular staff appraisals to gain an understanding of the skills, knowledge and attitude of individual staff members. We aim to support the professional development of each staff member and create opportunities for them to develop their proficiency.

Our team of staff work in partnership with families to provide a service that meets the needs of the children, parents and the teaching team.

Children learn from staff behaviour and consequently staff are expected to be positive role models. Staff model a variety of behaviours including communication skills, acceptance of health and hygiene practices and other appropriate behaviours.

At our centre carers are nurtured and their skills are challenged. We respect the staff 's initiative, innovation and attention to quality, as well as their commitment to the children and their families.

Working with Children Checks

We carry out reference checks on all staff employed at the centre to gain an understanding of the competence, reliability and attitude of the candidates. To comply with the Child Protection (Prohibited Employment) Act 1998 and the Commission for Children and Young People Act 1998, a Working with Children check is done on all full, part-time and casual employees as well as ongoing visitors who will be working with the children.

Care and Education

What does childcare at Kidz on The Avenue involve?

Childcare involves not only 'caring' for your children but also supporting their learning and facilitating the development of knowledge and skills. Throughout their time at our centre, children are provided with developmentally appropriate learning experiences to support their growth and development.

From babies to preschoolers, children's needs are met through staff providing appropriate learning experiences based on individual and group needs and interests.

Children are provided with appropriate learning experiences to support their growth and development.

What is my role as a parent?

We recognise parents as the primary carers and educators of their children. Our carers encourage parents to spend time within the centre as this helps build open and honest communication channels, thereby ensuring each child's needs are met on a daily basis. We aim to work in partnership with families to achieve continuity of care for children which are essential in the provision of high quality childcare. Interactions and communication between children, staff and families are characterised by warmth, responsiveness, positive support and respect for each other.

We value children as competent and capable learners, collaborators and decision makers who are actively involved in the learning process.

Our centre has an 'open-door policy'. Parents are welcome to call us at any time or visit their child during the day.

Parents are asked to give feedback on policies and procedures throughout the year, i.e. through surveys. Any changes to policies and procedures are outlined to parents in advance via newsletters and notices.

Centre noticeboards, displays and regular newsletters are used to inform parents of upcoming centre events. Parents are invited to share their ideas and insights on learning programs for children.

Any parental involvement, however small, is always welcome and appreciated. We also recognise, parents should have the option of not being involved (beyond a minimum level of communication with staff each day) if that is their preference.

We ask Families to bring in a family photo to put up on our family tree.

Are the children 'just playing' or do you also educate my child?

At Kidz on The Avenue, care and education are intertwined in our play-based learning programs. From your child's first day in care we observe and plan learning experiences based on his/her interests, needs and developmental level, at the same time meeting your child's physical and emotional needs.

What is play?

Play is an activity where children show their remarkable ability for exploration, imagination and decision making. While play is often described as 'children's work' it is intensely enjoyable for them. The type of play children engage in and its purposes change over the course of childhood from infancy to adolescence.

How does play support children's development and learning?

Evidence shows that play can support learning across physical, social, emotional, and intellectual areas of development as well learning in different content areas including literacy and numeracy.

Physical development: Active play using large and small muscles such as climbing, running, ball games, digging, jumping, and dancing supports children's:

- overall health and sense of wellbeing
- physical growth
- appreciation for the benefits of active lifestyles
- skills for independence in self-help such as dressing or feeding.

Social and emotional development: Dramatic and imaginative play including dressing up or role play such as 'being' a mummy or daddy, or a bus driver, help to develop positive social and emotional skills and values by providing opportunities for children to:

- practise how to work with others
- learn negotiation skills -'okay, you can be the doctor this time'
- make choices and decisions (which are life skills)

- develop confidence through experiencing feelings of success in play
- learn to control emotions and reduce impulsive behaviour (role play has rules and self-talk used in play helps children to regulate their actions)
- reduce stress as they act out feelings and events that might be worrying them
- develop qualities such as empathy and fairness as they learn to get along with other children.

Intellectual development: Playing alone or with others and with toys such as construction sets, dolls, digital games, and pretend play, supports children's intellectual development because their brains are very active in this type of play. From this play children learn:

- problem solving skills
- the power of imagination and creativity
- concepts (for example, shapes, colours, measurement)
- dispositions such as concentration and persistence which are important for life long learning.

Literacy and numeracy development: Play supports literacy and numeracy development because it requires thinking, language, interactions, and exploration. Specific literacy or numeracy skills and understandings include:

- increased understanding of words and their use
- listening and speaking skills
- writing skills through scribbling, painting, drawing
- how stories work (plot, characters, structure, purpose)
- learning that objects can stand for something else (a block can be a symbol for a telephone) which is foundation learning for formal reading, spelling and numeracy because letters, words or numerals are part of symbol systems
- learning that letters, words, symbols, numerals and signs have a purpose and are meaningful to others.

What does a play based approach to learning look like?

- There are informal, respectful interactions between child care professionals and children as adults ask and respond to questions which support children's learning through play.
- Child care professionals use a wide range of play based experiences for teaching children across different content areas rather than using structured 'lessons' or formal teaching experiences.
- Indoor and outdoor environments are arranged to encourage different types of play which are interesting, safe, appropriate and challenging for children. For example, child care professionals

set up games indoors or outdoors that are appropriate for children's ages, or games which can be played safely and enjoyably by mixed age groups

- Resources that reflect children's age, interests and backgrounds are provided to stimulate and support play. Resources which allow open ended use such as blocks or cardboard boxes foster creativity and the ability to manipulate concepts mentally as children. For example, turn a box into a car or a garage.
- Child care professionals plan play experiences based on assessment of children's individual differences such as interests, developmental needs or skill levels. For example, a child's difficulty in holding small objects is overcome by ensuring that there are objects in the dramatic play area that she/he can hold. This supports her/his participation in imaginative play (being a mummy, a daddy, a doctor or a hairdresser).
- Child care professionals observe children's play in order to understand how they play and the values, skills and understandings they demonstrate in their play. For example, observation could reveal that a child learning English as a second language is using English words in his play, but not when asked questions during group story time. This knowledge would confirm that play experiences are valuable for this child.
- Child care professionals make intentional decisions to join children's play to extend children's learning or provide guidance if the play is not productive or inclusive of other children.
- There are large blocks of unhurried and uninterrupted time allowed for children's play rather than brief time slots. Research has shown that it takes time for children to get fully engaged in play experiences

Child Portfolios

As part of the care and education program the centre uses Child Portfolios, using LIFT (Learning Involving Families & Teaching), to document evidence of each child's learning and development. Child Portfolios are a collection of observations, evidence of children's work/achievements and anecdotes of your child's experiences while in care.

Child Portfolios become a story of your child's life at Kidz on The Avenue, showing skills developed over time, telling stories of play situations and highlighting interactions and friendships being made, a record of your child's interests, likes, dislikes and other events or activities while in care.

These portfolios are used to plan experiences and make appropriate provisions to meet and extend upon the individual needs and interests of your child.

Child Portfolios are available to parents at all times. Parents are encouraged to view, discuss, comment on or add to the portfolio at any time in consultation with your child's Educator's. Child Portfolios are private and confidential and are available only to appropriate centre staff and parents.

Programming for Children

We will be following the Early Years Learning Framework.

All of the staff at our Centre will have had training and experience in areas of long day care and early childhood education. Due to our high standard and commitment of our staff, we are able to provide developmental and educational programs for each group of children.

The staff will develop a daily program, observe the children in their care and plan their programs around the needs and interests of the children in child free time.

The Early Years Learning Framework Learning Outcomes:

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

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

If your teacher feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Staff are willing to discuss any aspect of development with parents.

Policies and procedures

What do your policies and procedures cover?

Our centre has a comprehensive and up-to-date Policies and Procedures Manual outlining the care and education practices to be followed throughout the centre.

Our policies and procedures incorporate Education and Care Services National Regulations and **ACECQA**, The **Australian Children's Education and Care Quality Authority**; and current research and up-to-date industry knowledge.

Staff and families are encouraged to have constructive input into policy development to ensure strategies are established to meet the specific needs of the centre.

Centre policies and procedures cover areas including:

- Interactions and Communication
- The Program
- Child Protection, Health and Safety
- Management, Administration and Staff Development

The Learning Program (Little Steps, Big Steps)

We see 'play' as children's work and therefore provide a relaxed and happy environment where children feel safe and secure to play and interact with staff and other children.

Staff facilitate children's learning by responding to the children's individual and group interests and needs, and provide planned and spontaneous developmentally and culturally appropriate activities and experiences.

Learning programs provide opportunities for:

- indoor and outdoor free play activities
- one-to-one interactions
- small group times for stories, drama, art/craft and other activities
- large group times for music/movement games, meal times and other activities
- spontaneous learning experiences
- transition times between activities.
- brainstorming, projects and extended investigations.

We believe play is essential to young children's learning and development. We endeavour to meet the needs of children's natural curiosity by providing a range of opportunities for them to experiment, discover, and solve problems and to find out about themselves, other people and the world around them.

We provide open-ended activities and experiences that support growth and development and help children develop competencies and build solid foundations for later learning.

We provide a program that promotes diversity for children and families from various social, linguistic and cultural backgrounds.

The learning program always includes the following play areas:

- music and movement
- construction/manipulative play
- puzzles and cognitive games
- language and literacy
- drawing and writing materials
- art and craft
- dramatic play/home corner
- sensory play such as sand and water play
- nature.

Projects and Extended Investigations

Projects and extended investigations are conducted by children and staff from ideas that interest them. Extended investigations and projects are developed from children's interests, chance events or a problem, and can be initiated by one or more children or by teachers.

Projects help children thoroughly explore ideas, make discoveries, construct knowledge and solve problems, which leads to learning and understanding.

Partnership with Families

National Quality Standards

Standard 6.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions.

Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service's current stage in the process.

We have an open doors policy, allowing all parents/guardians (from beginning of enrolment) to participate and get involved in centre activities, giving the educators any ideas by either writing them down in the partnership with families booklet, or weekend communication book, as well as communicating with them one on one. Parents and guardians are always welcome to participate in storytelling, group time activities, art & craft, planting etc. and all other educational learning experiences.

Community Family, Parent and Child Services

ACECQA – Australian Children's Education and Care Quality Authority

<http://www.acecqa.gov.au/>

Early Years Learning Framework – English and translated versions

<http://education.gov.au/early-years-learning-framework/>

Child Care Services and National Regulations for Children's Services

<http://www.mychild.gov.au/>

<http://acecqa.gov.au/national-regulations/>

Immunisations

<http://www.health.nsw.gov.au/immunisation/pages/default.aspx>

UN Convention on the Rights of the Child

<http://unicef.org.au/>

Beyond Blue

<http://Beyondblue.org.au/>

Administration & FAQs

Who do I call or talk to about administrative issues such as billing and CCS enquiries?

Once your child is enrolled into Kidz on The Avenue, administration issues will be handled by the Centre Manager and Administrator.

What do I do if I want to change my child's days of care?

If you wish to change, increase or decrease the days your child attends care you must contact the Centre Manager.

Parents are required to provide 4 weeks notice to decrease days. Any other changes can be made in a time frame agreed upon by the Centre Manager. Please see the Centre Manager when you visit the centre or call the centre.

We will do our best to accommodate your childcare needs.

What do I do if I want to cancel my child's care?

When you enrol with us you are required to pay a bond. Your bond is held to secure your child's position throughout their time in our care and this will be refunded when your child leaves the centre.

Refunds can take up to four weeks, due to ensuring your Child Care Benefit is finalised with the Centre, all refunds are paid by cheque.

It is a condition of enrolment that you provide 4 weeks written notice from a Monday plus completing a (Cancellation of Enrolment) form, to the Centre Manager of your intention to withdraw your child from the centre.

Please drop off written notice to the Centre or email info@kotakids.com.a

When are my fees payable and how do I know what I am paying?

At the beginning of each month you will receive a statement/receipt in your parent pocket. Statements will be for a four or five week period depending on the number of complete weeks falling within that month.

Fees must be paid for every day your child is enrolled, including public holidays and when your child is sick or on holidays. A full daily fee is charged regardless of the number of hours your child attends.

It is our experience that parents do not always read and understand the terms under which their children have been enrolled and this can cause problems later on. We are a small business and the provision of our childcare service is reliant on prompt payment of fees. Therefore, to avoid any misunderstandings in our future relationship we take this opportunity to highlight some of the most important items in the terms and conditions of enrolment.

- Fees are required to be paid by cash, cheque or Direct Deposit
- Should a payment be dishonoured, it will incur an administration charge (this is currently \$50)
- If payments continue to be dishonoured your child's position within the centre will be terminated
 - Just like any other school, fees are still payable on public holidays or when your child is absent for any reason
 - It is your responsibility to sign your child into and out of care. This is a licensing requirement as well as a condition for claiming Child Care Benefit.

We also take this opportunity to advise that the Federal Government has made provision for unexpected financial difficulty so that a child's care is not disrupted. Please do not hesitate to contact us should such a situation arise.

For Direct Deposit information please speak to the Centre Manager.

How do I know if I am entitled to claim Child Care Subsidy?

Child Care Subsidy will be paid directly to the Service to reduce the fees families pay. To claim Child Care Subsidy (CCS) Families must meet eligibility requirements which include:

1. You and your partner must care for your child at least 2 nights per fortnight or have 14% care?

YES NO

2. Are you liable for fees for care provided at an approved child care service?

YES NO

3. Do you meet residency requirements?

YES NO

4. Does your child meet immunisation requirements?

YES NO

5. Have you completed the Child Care Subsidy assessment on the myGov website?

YES NO

6. Have you received confirmation about your Child Care Subsidy?

YES NO

Please Note:

If you need assistance with filling out this form please speak to the Director who will be happy to help. Please ensure that if any details change, you notify the Service immediately.

YOU SHOULD KEEP THESE INVOICES FOR YOUR TAX PURPOSES.

*** Parents need to supply their CRN details on our enrolment form to formalise the process and ensure they receive the 50% rebate each quarter.**

HURSTVILLE

84 The Avenue, Hurstville NSW 2220

Hours:

Monday to Friday 7.30am - 6.00pm

For more information
about the centre,
please see our
website

www.kotakids.com.au

or call 9570 5359

