Welcome to Jumpstart 4 Kids. We are a privately owned centre that caters for children 0–5 years of age. Jumpstart 4 Kids has three rooms (0–2 Years, 2–3 Years and 3–5 Years). Each of the rooms have an educational program based on the individual interests, needs and wants of the children. Each room has two fully qualified staff (three qualified staff in the 2–3 Possums room) and the centre has two trainees working towards their Certificate 3 in children’s services.

Our centre is open from 7:00am until 6:00pm and all children need to be collected by 5:45pm, in accordance with the centre’s policies and procedures.

The Health and Safety of all children, parents and staff is one of Jumpstart’s main priorities and our policies and procedures reflect this. All of the Jumpstart 4 Kids policies and procedures are available for all families to access in the foyer. The sign in and out sheets are also located in the foyer. When your child is dropped off in the morning and collected in the afternoon, you need to ensure that you sign your child in and out.

The screen located in the foyer provides parents with important updates and notices, along with daily room activities. We ask that all families view the screen in the foyer on a daily basis to ensure that they are connected and up to date with centre notices.
At JumpStart 4 Kids we believe that our children are our future.

- Each child is unique and shares a wealth of abilities and talents. (*EYLF 1.*)
- Through interactions with family, staff and the wider community children mould their values, social awareness and identity. (*EYLF 1. NQA 6*)
- Families play an integral part at JumpStart 4 Kids and are encouraged to participate through parent forum afternoons, suggestion box ideas and through direct contact with staff or management as encouraged through our open door policy. (*NQA 6*)
- Our centre community, acknowledging the original custodians of this land the Dharuk people, embraces a partnership with children and families, enriched by different cultures, personalities, values, morals, ideas, and expectations supporting who we are now and our future potential. (*EYLF 1, 2, 3. NQA 1, 3, 5, 6, 7*)
- Educational theorists such as Piaget, Erikson and Vygotsky all agree that the child uses play for self teaching. Children engage in free play, intentional play, explorative problem solving and group participation to support active contributions and connectiveness to their world as respectful and accepting individuals. The value of play is important. (*EYLF 5. NQA 1, 2, 3, 5, 7*)
Children need the best stimulating learning opportunities presented in a variety of ways centering on their interest using a combination of approaches. This is provided through stimulus and spontaneous themes and is demonstrated through the portfolios that are available at all times for families. Educators build children’s confidence for learning through engaged experiences that are planned and scaffolded to meet the developmental needs of each child. (EYLF 1, 4, 5 NQA 1)

JumpStart 4 Kids aligns with the National Quality Framework (NQF) to provide high quality educational and developmental outcomes for all children based on individual needs. The Early Years Learning Framework scaffolds educationally sound programs that allow children to enter compulsory schooling with confidence and a strong desire for engagement in their learning environments. (EYLF 1, 4, 5 NQA 1)

Children at JumpStart 4 Kids will achieve a JumpStart in life as they develop independence, constructive problem solving, literacy and numeracy skills, positive self esteem, resilience, and a heightened self-worth celebrated through their cultural diversity and uniqueness as agents of change in our world as lifelong learners. (EYLF 1, NQA 5)

Immersion in environments that support STREAM (Science, Technology, Engineering, Arts and Mathematics) builds children’s awareness through discovery in play based settings as they pose questions, hypothesize and predict outcomes based on trial and error scenarios, with opportunities for repeated experiences to pose probable solutions to secure a sustainable future. Educators support opened ended questioning and scaffold children’s learning aligned with Bloom’s Higher Order Thinking skills to extend and promote high expectations for all children. (EYLF 1, 2, 4, 5 NQA 1, 5, 6)

Literacy is the gateway to knowledge. Immersing children in literacy rich environments extend vocabulary and their capacity to express and convey thoughts, articulating their knowledge as they embrace learning through active partnerships with educators, family and community. (EYLF 1, 5, 2 NQA1, 5, 6)

Through reflection and a celebration of the personal gifts offered by staff, families, children and community support services, we can provide a value added experience. The Early Childhood Australia’s code of ethics provides a framework for staff as advocates for all children and allows staff members to challenge their everyday practice. (NQA 1 & 7)

The preschool program, aligned to learning outcomes identified in the Australian curriculum, encompasses all aspects of children’s development incorporating children’s interests to ensure active participation and a love of learning. (EYLF 4, 5 NQA 1)

This philosophy is a reflective, dynamic and evolving document that takes influence from educational practice,
families and communities and is available for discussion at any time.

Don’t be afraid to try “Your brilliant first flop was a raging success!”

You have learned something very important today.

Be inspired to learn every day.

Rosie Reverie Engineer
Educational Program and Practice

What happens in the Busy Bee Room

The following is a list of what occurs in the Busy Bee room on a daily basis

Cognitive & Manipulative/Fine Motor Activities
Each morning the children participate in a variety of activities to develop their Cognitive and fine motor skills (grouping/sorting, puzzles, threading, small/large puzzles, weaving)

Music and Movement
Having music in the environment is very important. The children are actively involved in a range of musical activities (musical statues, musical bob down, musical chairs) allowing them to become aware of beat, tone, rhythm, and tempo.

Pre Lit
Pre lit is an early literacy program which has been designed to be delivered the year before children start formal schooling. The program lays the foundation for phonological awareness skills which supports literacy development in early school years. (Multi Lit 2012)

School Readiness
The school readiness program is implemented daily and promotes the development of key Literacy and Numeracy skills to support children as they transition to their formal educational years.

Writing Centre
The Busy Bees writing centre promotes the development of fine motor skills through a variety of writing activities, such as writing letters, tracing and writing words and names. These activities enable children to develop correct pencil grasp (correct pencil grip), cutting skills and hand eye coordination skills. All of these skills are important in assisting children to develop independent writing skills.
Companion Bear

The Busy Bees room has a companion bear (Wayne Winch). Throughout the year each child is given the opportunity to take the companion bear home. When a child is selected to take the bear home, they will take it home for one week and share their experiences with the bear through photos and stories in the companion bear book. Our Companion Bear support children’s social and language develop and connect with families to share cultural experiences, events and family customs.

Indoor Play

During indoor and outdoor play we focus on the following areas and skills:

- Environment
- Dramatic play
- Art and Craft
- Sensory
- Cognitive
- Construction
- Science and discovery
- Gross motor skills
- Fine motor skills
News/ Talk Time

Each child is allocated a news day where they have the opportunity to bring in an item from home or share an item or experience with their peers. Talk Time provides children with the opportunity to speak in front of their peers which helps to build their verbal skills and confidence. Talk time objects are to be kept in the allocated news basket and must be taken home at the end of the day.

Reflection

At the end of each day in the Busy Bee room children come together with educators to have a discussion about their day. This provides children with the opportunity to share their thoughts about the day and gives the educators an understanding of what has been successful during the day.
# Busy Bee Room Routine 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Centre opens. Mixed group play in Playful Possums Room</td>
</tr>
<tr>
<td></td>
<td>All Busy Bees to sign in Names placed on the Board</td>
</tr>
<tr>
<td>8:25am</td>
<td>Transition Song 2 – Pack Away</td>
</tr>
<tr>
<td></td>
<td>Move to Busy Bee Room</td>
</tr>
<tr>
<td>8:30am</td>
<td>Cognitive &amp; Manipulative/ Fine Motor Experiences</td>
</tr>
<tr>
<td>8:50am</td>
<td>Stimulus</td>
</tr>
<tr>
<td></td>
<td>Fundamental movement - Washing Hands</td>
</tr>
<tr>
<td>9:00am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td></td>
<td>(Swish and Swallow and Food Scraps in worm farm)</td>
</tr>
<tr>
<td>9:30am</td>
<td>Pack away Morning tea</td>
</tr>
<tr>
<td></td>
<td>Ants in the apple</td>
</tr>
<tr>
<td>9:40 am</td>
<td>Reinforce letters/ sounds of letters</td>
</tr>
<tr>
<td>9:50 am</td>
<td>Sunscreen station (Apply own sunscreen)</td>
</tr>
<tr>
<td>9:55 am</td>
<td>National Anthem/ Indigenous Welcome</td>
</tr>
<tr>
<td></td>
<td>Weather, Days of the Week, Months of the Year</td>
</tr>
<tr>
<td>10:05 am</td>
<td>Literacy (Pre-lit)</td>
</tr>
<tr>
<td></td>
<td>2 Separate Groups (swap group using fundamental movement)</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10:20am| **Music and Movement**  
Warm up (Transition outside)                                             |
| 10:30 am| **Music and Movement**  
Transition Song 9 - Cool Down                                           |
| 10:50 am| **Fruit Platters**  
Garden Time / Watering Plants / Harvesting Front Garden /  
Feeding Worms  
Bring Water in  
Transition Inside |
| 11:00 am| **Story**  
Sight Words (revisiting old introducing new)                           |
| 11:05 am| **School Readiness**  
2 Separate groups and swap                                               |
| 11:15 am| **Indoor Structured Play**  
(Set up 3 areas – 1 table – School readiness –  
writing/craft(remain), 2 other areas (15min swap these areas)  
Transition song 2 (Pack away)                                          |
| 11:35 am| **Story/ set up beds**  
Transition song 5 – Wash Hands                                             |
| 12:10 pm| **Lunch – (Non-school children)**  
(Swish and Swallow and Food Scraps in worm bin)  
Room Educator and Support Staff actively engaged with children at tables |
| 12:20 pm| School based activities for children going to school (Phonics)           |
| 12:50 pm| **Sleep/ Rest time for non-school children / Quiet Activities** (Staff 1  
Computer)  
**Lunch – (School Leavers)**  
(Swish and Swallow and Food Scraps in worm bin)  
Room Educator and Support Staff actively engaged with children at tables |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1:20pm | Quiet Reading for Children awake  
Bathrooms Cleaned  
School based activities for children going to school (Staff 2 Computer – Staff 1 stops)  
Room Educator and Support Staff actively engaged with children at tables  
Ella program for children going to school (10 minutes each) |
| 2:30pm | Pack away beds and disinfect / Shoes on Sunscreen station (Apply own sunscreen)  
News Group  
Story  
Transition Song 5 – Wash Hands |
| 2:40 pm| **Afternoon Tea** (Swish and Swallow and Food Scraps in worm bin) |
| 3:00pm | Reflection (whole group)  
Transition Song 3 – Warm Up  
Transition Song 9 – Going Outdoors |
| 3:40pm | Outdoor Structured Play |
| 5:00pm | Indoor Free Play in Possum Room and Literacy/ Numeracy Games for Bees  
Story Time  
Transition song 9 – Cool Down  
Late Afternoon Tea |
| 6:00pm | Centre Closed |
PROGRAMMING

At JumpStart 4 Kids we provide a vast range of stimulating and developmentally appropriate learning experiences, across all curriculum areas that reflect our detailed policies on multiculturalism, social justice, gender equity and inclusion.

Our Program stimulus areas are developed on each child’s specific needs, strengths and interests.

The weekly programs provide every day opportunities for your child to make choices and take on new challenges.

- Detailed individual and group observations, craft, planned and spontaneous activities are aligned with the Early Years Learning Framework (ELYF) curriculum and NQF (National Quality Framework) to gather evidence of each child’s progress. The following pages highlight the EYLF outcomes and NQF standards that appear in your child’s individual portfolio.

- Observations and supporting information is evaluated with detailed objectives for both short term and long term goals developed for each child. Documentation of these goals are aligned with the EYLF outcomes and are revisited four times a year in consultation with families. These are documented in each child’s individual portfolios.

- These objectives are aligned to the weekly program, which offers a wide range of individual and group experiences. The program reflects each child’s needs, strengths and interests.

- The program provides a variety of experiences for the children. These include indoor, outdoor, quiet, active, multicultural, and family experiences. These are developed from extended community experiences and information provided by families on our family focus sheets. Blank family focus sheets are available in the front foyer.

- Daily evaluations of the program are displayed for parents to view alongside the weekly stimulus program in each room. They are available for parents to view thus ensuring the goals for children are monitored throughout their time with us.
EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA

LEARNING OUTCOMES (2009)

EYLF 1: Children have a strong sense of identity
1:1 Children feel safe, secure and supported
1:2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
1:3 Children develop knowledgeable and confident self identities
1:4 Children learn to interact in relation to others with care, empathy and respect.

EYLF 2: Children are connected with and contribute to their world
2:1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2:2 Children respond to diversity with respect
2:3 Children become aware of fairness
2:4 Children become socially responsible and show respect for the environment

EYLF 3: Children have a strong sense of well being
3:1 Children become strong in their social and emotional wellbeing
3:2 Children take increasing responsibility for their own health and physical wellbeing

EYLF 4: Children are confident and involved learners
4:1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and flexibility
4:2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
4:3 Children transfer and adapt what they have learned from one context to another
4:4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

EYLF 5: Children are effective communicators
5:1 Children interact verbally and non-verbally with others for a range of purposes
5:2 Children engage with a range of texts and gain meaning from these texts
5:3 Children express ideas and make meaning using a range of media
5:4 Children begin to understand how symbols and pattern systems work
5:5 Children use information and communication technologies to access information, investigate ideas and represent their thinking
National Quality Framework 2012 (NQS)

The National Quality Framework aims “...to raise quality and drive continuous improvement and consistency in education and care services...”. (National Quality Framework 2012).

In 2018 Jumpstart 4 Kids was accredited against the National Quality Standards which consists of seven Quality Areas: These are clearly displayed in the foyer of the centre and we invite families to discuss these areas with us at any time.

1. Educational Program and Practice Exceeding
2. Children’s health and safety Meeting
3. Physical environment Exceeding
4. Staffing arrangements Exceeding
5. Relationships with children Meeting
6. Collaborative partnerships with families and communities Exceeding
7. Leadership and service management Meeting

QUALITY IMPROVEMENT PLAN 2019

JumpStart 4 Kids reflects on each Quality Area through continual improvement initiatives through achievable goals in consultation with children, families, educators and community.

In 2019 we will be focusing on the following areas as part of our Quality Improvement Plan. (QIP) The full plan is available for families to view at any time in the front foyer.

1. Educational Program and Practice

1. Educators invite children to reflect daily within room. Busy Bees to reflect using their candle as a focus for reflection. Possums to reflect in group times using a large reflective pebble. Educators in the Bunyips room to develop reflections through observations and collaborative conversations with families. Educators use these reflections to make amendments to program to support children voice and choice.
2. Educators record needs and progress of children with additional needs daily to provide educators with documented evidence of interests, needs, progress and support needs.

3. Educators connect daily with the EYLF Principles and Practices to support the EYLF outcomes for children in respect to programs by referring to these in our weekly programming and evaluation cycles.

4. Our centre programming cycle is revisited and discussed with staff during monthly staff meetings, room meetings and daily interactions to ensure that all educators are actively collecting information for children’s interests and needs. Educators through discussions with families, children and through observations Collect information; Question and Analyse; Plan; Act/ Do; Reflect and Review within a weekly cycle so that each child’s needs are part of our weekly experiences with follow up experiences embedded in consecutive programs.

5. Room educators formalise follow up experiences by routinely recording planned experiences on a weekly basis so children’s immersion into play-based activities are well prepared and meet children’s needs and outcome-based goals.

6. Each room environment will use visual displays to invite families to record children’s interest using clouds, rainbows and hearts as an informal medium to promote family participation in weekly programs these will be conducted monthly with educators connecting with families to make contributions to each visual display on several occasions within a yearly period.

7. Through professional development and in-house development opportunities delivered during monthly staff meetings new and existing educators will link and align children’s experiences with Blooms Taxonomy using both the hierarchical order from 2017 and revisiting the model using Blooms connecting clogs and reversed pyramid that allows children to have a varying starting points and perceptions.
8. Outcome sheets will be completed in January, April, July and October or in line with each child’s commencement, in consultation with families, educators and children. Educators to actively take time to support families through daily conversations and offering to support family’s literacy skills by transcribing information for families to ensure all families are contributing stakeholders.

9. Review reporting styles through room meetings and staff meeting to determine appropriateness of goals and developmental milestone inclusions.

10. Inclusion of the new “Transition to School Statement” for 2019 located on the shared drive so that Educators can record information approaching the final stages of care for children attending school in 2020.

11. Revisiting our programming formats to support the inclusion of STEM, STREM, STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) into our programs that supports Blooms’ Taxonomy of Higher Order Thinking skills.

12. Active literacy will include the inclusion of a minimum of 4 reading experiences each day in each room and through the outdoor program using "Book Talk" strategies to support children’s passion for reading and to build comprehension skills through prediction, questioning and recall techniques.

13. Phonics, rhyme and book talk strategies will be intentionally taught and immersed into Play based learning experiences for children across all rooms with educators displaying literacy focus concepts such as Letter
sound correspondence, Book Titles, Songs and Nursery Rhymes for parental awareness to connect centre and home experiences.

14. Continuation of smaller group sizes to allow educators to focus on the individual needs of children through rotations and structural set ups within the indoor and outdoor environments.

15. Educators to collate gather and record children's literacy, numeracy and concept development on a weekly basis as aligned to intentional teaching program outcomes in the Busy Bees and Possums room. Bunyips to record concepts for children on monthly basis.

16. Rooms to include daily reflection opportunities for all children and record these reflections within their weekly programming cycle.

17. Portfolio inserts to reflect varying observational styles that focus on the individual child on a fortnightly basis that are showcased at staff meetings to build educators capacity across the centre.

2. Children's health and safety

1. Illness and absence records to be completed daily by nominated supervisor/s by ringing families who have not notified the service by 10:30am. Updated notification schedule implemented from January 2019.

2. Parents/ Carers informed to notify the service by 9:00am or earlier to notify staff of illness or absences. Policy for illness / absences to be reflective of parent/ carer obligations. Signage in foyer and newsletter to support communication regarding this policy requirement for all attending families.

3. Busy Bee's morning fruit platter to be served at the conclusion of outdoor play. Children complete cool down activities, yoga stretching prior to sitting in an allocated area where larger pieces of cut fruit are served to children prior to commencing school readiness activities.

4. Dental hygiene is supported through scheduled visits from Sydney Dental to promote oral hygiene this supported by information to families through brochures and Dental health check-up reports.

5. All bathroom facilities will have visual prompts to prompt effective
handing washing and hygiene practices for children so that they can engage independently with self-help skills and ensure safe and hygienic practices across the centre.

6. Front car park increased signage to highlight 5Km speed zone in the car park and additional signage to remind parent to hold children’s hands when entering and exiting the front car park.

7. As a centre all educators will review, discuss and clarify policies relating to hand washing, nappy change, sun safety, emergencies, illness, evacuations and additional policies to ensure children’s health and safety at the commencement of the year during our first staff meeting staff for 2019.

8. Inform families upon enrolment and through our Newsletters changes reflective of the Public Health Amendment (Review) Bill 2017 that amended the Public Health Act 2010 to strengthen immunisation requirements through the ongoing maintenance and recording of an immunisation register for all attending children at the service that is reviewed and updated every 2 months.

9. Evacuation drill will be conducted every 2nd month for the duration of 1 week to ensure that l children attending the centre have been involved in a planned and scheduled emergency evacuation drill that is recorded and documented by the Nominated Supervisor/s.

10. Newsletters to inform families routinely regarding effective hand washing to break the germ cycle. Educators to support families when entering the centre to wash their hands or to use the hand sanitiser located in the front foyer through signage and consultation with families.

11. Sun protection: Children who are not provided with a hat will be offered a spare hat for outdoor play with families informed via a slip and educator communication at the end of the day. Parents can purchase sun hats through the front office and will have these automatically provided after 3 consecutive occasions to accounts.

12. **Healthy Eating Champions:** Educators will acknowledge parents and children who provide healthy food and drink options by placing a slip into children’s lunch boxes, communicating praise with families’ daily and promoting signage across rooms routinely to depict healthy lunch box
options. Educators will support families who require additional advice through conversations monthly newsletters and munch and move information sheets located in the front foyer.

13. Educators across all rooms to demonstrate, inclusive of the bunyips room, mouth swishing after all meal sessions.

14. Mouth toys will be disinfected daily across rooms to break the chain of infection.

15. The consumption of water as a healthy option is supported through visual signage in the foyer and through water drinking charts displayed in each room.

16. Fundamental Movement Skills continue to be intentionally taught one per month by consulting with educators across all rooms by the outdoor educator. All room staff to incorporate warm up activities across all room routines prior to children engaging in Fundamental movement activities and cool downs at the conclusion of outdoor activities prior to returning to indoor activities.

3. Physical environment

1. Educators to ensure that all room environments are aesthetically designed with appropriate resources at the conclusion of the day so that all room environments are organised and welcoming to children’s interest and engagement when entering their designated space at the commencement of each day.

2. Outdoor program adjusted to include input from all room educators on a weekly basis during programming time with a nominated outdoor educator responsible to compile, complete and resource additional aspects of the outdoor program to support children interests across all rooms.

3. Educators allocated specific outdoor areas on a monthly rotating basis to ensure engagement with children, appropriate and adequate resourcing and maintenance of equipment daily.

4. Redesign the back outdoor space to create aesthetically pleasing environments for children, educators and families through collaborative consultation with all key stakeholders during the commencement of 2019
with the outdoors project to be undertaken following council and centre approval.

5. Continue to promote the inclusion and support of families through the donation of recyclable and reusable materials to engage children in loose part activities to develop physical environments that are reflective of STEM activities to support Bloom’s Higher Order Thinking Skills.

6. Educators to be reflective and inclusive in demonstrating and using natural materials in children play based activities.

7. Outdoor Educator to liaise with all rooms in the completion of the outdoor program on a weekly basis to support children’s interests across the centre within the outdoor space.

8. Educators to reflect on their use of space by programming activities within the front car park to engage in group activities, view sustainable practices through our worm farms and vegetable garden.

9. Water from water containers are used to water plants at the conclusion of each outdoor play session.

10. Indoor lights are turned off when children are progressing to outdoor play and the use of natural light is used to reduce electricity usage across the service.

4. Staffing arrangements

1. Educators are supported and encouraged to enhance, develop and manage their professional development in the completion of their Cert 111 and Diploma in Children’s Education and Care and inclusive of university courses of study within the Early Childhood sector.

2. Retention of existing staff to support children with additional needs through inclusion support resources to support sustained relationships and knowledge of centre procedures and policies.

3. Educators continually engage in reflective practice through individual and shared occasions within formal and informal settings to build capacity, knowledge, skills and pedagogical insights that can be
transferred into educator’s daily practice. Educators are in serviced to embed their understanding of pedagogical practice and theorist links to support their day to day practice during staff consultations and monthly staff meetings.

4. Educators build capacity of technology skills during monthly staff meetings to support staff that may be less confident in using technology for play based learning experiences or for varying observational formats such as the inclusion of QR codes for observational purposes.

5. Scheduled meetings between Director/s, Educational Leader, Nominated Supervisor, Early Childhood Teacher and informal conversations with room staff on a weekly basis to ensure continuity and follow through regarding centre, child, family and community needs to support children, families and educators.

6. Positive feedback and acknowledgement for educators informally and formally to build capacity and support continuous improvement goals regarding personal goals and centre objectives.

7. All educators to showcase practice through staff meetings on a regular basis to highlight pedagogy in practice through knowledge gained from in-service experiences, research findings that have been embedded into programming initiatives and peer sharing that embeds ‘building capacity’ for all team members.

5. Relationships with children

1. Collaborative partnerships with families regularly throughout the year with the completion of 'Knowing me Sheets', Family focus sheets and Outcomes sheets aligned against the EYLF outcomes to support each child’s development and attainment of skills through active communication with families and children.

2. Active use of inclusion services (KU) to support children’s additional needs to create an environment of inclusion for all children and families.

3. All staff to use PECS (Picture Exchange communication System) to promote verbal exchanges for children developing language skills and to support children across the centre with additional needs.
4. **Key Words Signs.** All staff to actively use daily four common Key Word Signs. Please, Thank you, How Are You? and Want,

5. **Active engagement in daily sustainable practices** such as maintained of the work farm, watering plants using retained water from outdoor play and caring for our vegetable garden as a source of ingredients for monthly cooking experiences.

6. **Partnerships with families** in the development and delivery of programming on a Monthly basis to support the Focus country of the month.

7. **Highlighting the diversity of cultures** represented in the JumpStart community through parental involvement with food experiences, craft activities, song dance and specific experiences related to our focus country.

8. **Promoting informal conversations** with children during meal times and outdoor play amongst all educators and children

9. **Inspire connections** within the Bunyip's room through the incorporation of a Yarning bag. This will allow children to take aspect of the centre home to their family environment so that they can share value and contribute to aspects of their children’s lives while they are care for at the service.

10. **Centre development** of a consistent behavioral management policy with simple steps that are displayed in rooms, showcased in policy and explained through a monthly newsletter to gain consistent, fairness and expectations for children to assist with self-regulating their own behaviour.

11. **Baby Bunyip’s** to develop and show case photos on a fortnightly rotation so all children across all rooms are engaged in reflection. Bunyip’s can view, point and communicate with family and educators in respect to past learning experiences.

12. **Companion Bears in the Possums and Bees** connect with families to showcase the services cultures and diversity and connections between the service and families are acknowledge and shared.
13. Educators foster active questioning and investigation using Bloom’s Taxonomy. Educators monitor language usage with children to avoid over use of instructional language compared to conversations that inspire, ignite and create authentic learning opportunities. Educators use their programming format to record Key questions.

14. Educators to support children in "Risky Play' and principles of high expectations to encourage children individuals’ goals.

6. Collaborative partnerships with families and communities

1. Promote and implement an Art exhibition across the service to capture children’s areas of interest and to extend an invitation to families and extended families to an opening night to purchase art and craft that has been produced by children.

2. Update the JumpStart 4 Kids website. Change existing format to include photos from monthly events, newsletters, current pictures of the physical space, programs offered, and identification of exceeding logo awarded to the service in August 2018.

3. Seek information from the Positive Parent Program and through the Parent forums develop an awareness of parent / family needs to offer information to support families in guiding positive behaviour for children. Investigate hosting parent workshops at the centre is required.

4. Investigate Be You professional development to support mental health issue reflective of the early years during early 2019 as part of a whole staff initiative to develop an awareness of mental health and it impact on young children and for their future growth and development.

5. Actively participate in local centre networking meetings on a term basis to develop connections with other centers and to share ideas and resources.
6. Host community events such as professional development opportunities provided by Kids and Traffic and local networking meetings to build capacity as a service.

7. Promote literacy within our community by actively engaging in the “book exchange” program where donated books are offered to a service with a book being forwarded to our service throughout the year.

8. Connections with Yenu Allowah in Mount Druitt to extend our understanding and perspective of Aboriginal and Torres Strait Islander for Educators children and families.

9. **Waste Free Environments** - Promoted across the centre to highlight to families and children their capacity to reduce and reuse items by returning home packaging and reminding families about cost effective ways to reduce landfill and reduce their family costs through room signage and newsletter inserts.

10. Visual display in the foyer to highlight Parent Forum opportunities for all families which encourage and promote families to be active participants in decision making.

11. Visual display in foyer each fortnight posing a question to families for feedback, with Questions highlighted in monthly newsletters and Feedback printed in follow up newsletters.

12. Educators to actively approach and encourage families to share their cultural diversity through our ‘Country of the Month Focus’ opportunities. Educators across room will be allocated a focus country and responsible to connect with families and pursue parental support in some capacity for the allocated month.

13. Educators to connect with families to attain healthy recipes for children that are reflective of cultures representative of our JumpStart community.

14. To promote or “Yarning Bag” in the Bunyip’s and Companion Bears in the Possums and Bees environment to encourage families to share their home experiences with the centre.
15. Families and Educators to be provided with the yearly calendar in February so that they are aware of incursion and promote parental support of ideas through formal and informal conversations.

16. Invite families with additional needs to present / speak at staff meetings, collaborative meetings if deemed appropriate to support the inclusiveness and need of all families.

7. Leadership and service management

1. All educators to review their role description to ensure that they adequately interpret, understand and comply with expectations and role statement descriptions.

2. Ensure that all educators have conducted the eLearning Child Safe series provided by the NSW Office of the Children’s Guardian. Child protection mandatory reporting procedures discussed, and staff review the Mandatory Reporting Guide twice yearly through designated staff meeting at the commencement and mid-year period.

3. Review centre based documentation and insert Exceeding Logo-Orientation information, Policies, Newsletters, Enrolment packages and centre based documentation to reflect our current rating of Exceeding through ACECQA.

4. Nominated Supervisor/s to ensure that all staff read and acknowledge the weekly briefing sheet and completed requested actions as stated.

5. Build educators capacity regarding the inclusion of children with additional needs at the centre through InnovativeSolutions Project supported by Abi services. Staff meetings will be allocated to develop a centre plan with speech, occupational and behaviour therapist to guide and mentor the needs of educator’s in supporting children with additional needs and room environments. Developing an active mentoring model will build the capacity of educators to scaffold positive interventions that yields learning outcomes for all children within the learning environments.
6. Promote weekly critical reflection for staff by trialing google docs as a format to promote reflection that can build and sustain robust conversations with educators to promote inquiry, change and varying perspectives across centre issues and educational topics. Through robust conversations areas for change, different perspective and solutions will be shared and implemented to support continuous improvement across the centre.

7. Room leaders to complete scheduled weekly team meetings that are recorded in their designated room meeting books. Nominated Supervisor/Directors to view weekly to discuss challenges and solutions.

8. Room leaders to meet formally with Directors one a month to discuss centre operations raising challenges and developing positive solutions-based outcomes aligned with QIP outcomes and arising agendas.

9. Compile a folder aligned with the 7 Quality standards in preparation for the next Assessment and Rating visit to capture events and evidence-based practices that yield exceeding status for continued improvement at the centre.

10. Liaise with Blacktown Council in respect to the outdoor environment refurbishment.

11. Consultation with families in respect to the outdoor environment refurbishment for 2019.

12. Nominated Supervisor/s weekly checks across the service documented and discussed with Directors highlighting solution-based suggestions and implementation to promote an ethos of identification, response and change to support and maintain exceeding standards across the centre.

13. Review educators’ insertions in Complaint grids to ensure that these are recorded accurately and that follow up solutions are timely and appropriate for children, families and educators.

14. Room leaders to continue always build capacity within teams by undertaking mentor checking of room Portfolios at the conclusion of each month to support each child’s individual needs and interest and to maintain the centres programming cycle.
15. Allocated time for Directors and Nominated supervisor to communicate on a weekly basis to manage centre policies and support staff concerns from a solution-based perspective.

16. Educator appraisals to be reviewed in line with staff self-audits address the individual needs of educators, room and centre requirements. Feedback to be timely to support each in their cycle of continual improvement.

17. All educators to engage in a minimum of two professional development experiences per year liaised with directors or initiated by Educator/Director needs through the calendar year. Professional development experiences to be shared and showcased by all educators at monthly staff meetings.

18. Participate in Education and Care events that support whole centre recognition such as the Australian Family Early Education and Care Awards, Local Business Awards, Australian Childcare Alliance Awards and Planet Ark Awards.

19. Center policies to be updated in line with the changes to the National Quality Standards effective 1st February 2019.

**PreLit**

In the Busy Bee room we implement an early literacy preparation program (Pre-Lit). This program is endorsed by Macquarie University and has been designed to prevent young children from experiencing reading difficulties by providing learning, which focuses on the essential literacy skills needed to begin schooling.

The main focus of PreLit is the development of two literacy aspects, which are fundamental to early literacy success (Oral Language and Phonological awareness). PreLit provides teaching that is deliberate, purposeful, playful and always with the learning outcomes of children in mind, demonstrates its alignment with the Early Year Learning Framework.
SCHOOL READINESS

Each day in the Busy Bee room the children are involved in a school readiness program, which runs in a structured format from 11:00am till 11:30am. (Learning based experiences are also provided at regular times throughout the day both in large and small groups)

Our school readiness program promotes the development of skills, which are important for children to possess before starting primary school. School readiness means that a child is ready to be part of a social environment that is mainly focused on education. There are many aspects of a child’s life that influence their preparation for formal school learning, including cognitive, social, emotional and motor development. All these factors are acknowledged in the Busy Bees school readiness program through meaningful teaching and learning experiences.

TRANSITION TO SCHOOL

The purpose of the transition program is to provide a school readiness program that ensures children’s learning is enriched in preparation for a smooth transition to school.

* It is acknowledged that children learn best when the experiences they have are meaningful to them and focused on the here and now. Through the use of intentional teaching educators will scaffold and extend children’s learning through a variety of educational and play based learning experiences.
* It is important to engage families with the program and encourage the use of such experiences in the home setting.

At Jumpstart 4 Kids we believe that it is important to make connections with our local primary schools to ensure that children and families have a sound understanding of competencies required before commencing their formal educational years. In 2019, we will be hosting a parent information evening in collaboration with local primary schools to offer families an opportunity to discuss school readiness for children.
The following summary reflects the link between the School Readiness Program being undertaken in the Busy Bee room and the Foundation to Year 10 Australian Curriculum. The Australian Curriculum sets out the core knowledge, understanding, skills and capabilities important for all Australian students. ACARA has developed the curriculum in consultation with states and territories.
Learning Areas

Literacy and Numeracy

The Busy Bee School Readiness program also has a strong focus on Literacy and Numeracy, providing children with age appropriate teaching and learning experiences, which will promote the development of the necessary Literacy and Numeracy skills, which will allow children to feel confident and ready for the primary school classroom.

The teaching and learning experiences implemented link with the Australian Curriculum. The Australian Curriculum, which has been developed by ACARA (Australian Curriculum, Assessment and Reporting Authority) sets out core knowledge, understanding, skills and general capabilities, which are important for all Australian students.

**Literacy:** Children need to be part of Literacy learning which focuses on developing knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

By children being involved in school readiness they will develop important Literacy skills which will allow them to be prepared and ready for primary school.

**Listening, reading, viewing**

- Identifies the letters of the English alphabet and uses the sounds represented by most letters
- Uses predicting and question strategies to make meaning from texts
- Recalls events from texts with familiar topics
- Understands that there are different types of texts
- Identifies connections between texts and their personal experiences
- Reads shorts texts
- Listens for rhymes, letters patterns and for sounds in words

**Speaking, writing and creating**

- Identifies and describes likes and dislikes about familiar texts, objects.
characters and events
- Communicates clearly in informal groups and whole class settings
- Retells events and experiences with peers and known adults
- Identifies rhyme, letter patterns and sounds in words
- Uses familiar words, phrases and images when writing to convey ideas
- Writing shows evidence of sound and letter knowledge and experimentation with capital letters and full stops
- Correctly forms known upper and lower case letters

**Numeracy:** Children need to be part of numeracy learning, which focuses on developing basic numeracy and number concepts. This focus is important as it allows students to be prepared for their future learning in numeracy and sets the foundations for learning more advanced maths. Introducing numeracy to children early also allows children to feel more confident with maths.

By children being involved in school readiness they will be develop important Numeracy skills which will allow them to be prepared and ready for primary school.

**Numeracy Skills**

- Makes connections between number names, numerals and quantities up to 10
- Count to and from 20
- Compare objects using mass, length and capacity
- Connect events and the days of the week
- Explain the order and durations of events
- Use appropriate language to describe location
- Group objects based on common characteristics and sorts shapes and objects
- Answer simple questions to collect information
Science:
Students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.

History:
Students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. Students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.

Australian Curriculum, Assessment and Reporting Authority (ACARA), 2014

Following is a sample of our current school readiness program being implemented in the Busy Bee room.
Children’s Health and Safety

What to bring / where it goes

Each day you need to ensure you pack the following items in your child’s bag:
- Hat
- Fitted and flat sheet
- Spare change of clothes × 2
- Jacket

Each day bring a piece of fruit for shared morning tea. Please place fruit in the fruit bowls in the kitchen.

In the Busy Bee room your child has an allocated locker; which is where their bag is kept each day.

Each day you need to pack a healthy lunchbox for your child with morning tea, lunch and afternoon tea. This is to be placed in the main fridge in the kitchen.

Each day you need to bring a water bottle with fresh water in it; these are to be kept on the water bottle table in the Busy Bee room.

Everything that you bring into the centre from home needs to be clearly labelled with your child’s name. Staff members do not take responsibility for any item that is not labelled correctly.

At the end of each day all of your child’s belongings need to be taken home (including lunch box, water bottle, hat and any news that has been brought in.)
SLEEP/REST TIME
In the Busy Bee room all children who will not be attending school in the following year will be offered a sleep/rest time. Children will be provided with a bed where they are to lay and rest for 20 minutes. Children attending school in the following year will be offered a quiet reading space for 20 minutes and if requested may also use a bed for a designated sleep/rest time. After 20 minutes children attending school and those children who wish to participate in quiet table activities will join educators in play based learning activities.

NUTRITION
At Jumpstart 4 Kids we encourage all families to provide a healthy and nutritious selection of foods for their child each day. A list of suggested ideas is listed below in the healthy eating section. Parents are requested to send along a healthy lunch for their child comprising of food from the basic food groups. In line with dietary guidelines lunch boxes will contain 50% of the recommended daily intake for key nutrients. Fruits, vegetables, dairy and wholegrain should be included each day in your child’s lunch box. Chips, lollies, chocolates or soft drinks are not appropriate and will be sent home at the end of the day. (For more information please refer to the Food and Nutrition Policy)

BREASTFEEDING
Jumpstart 4 Kids is a Breast Feeding Friendly centre and we welcome and support breast feeding for all our families. Our breast feeding friendly area is located in the cot room located in the Baby Bunyips room. This quiet space offers privacy for families and visitors who wish to breast feed their children.

ALLERGIES
We remind families that Jumpstart 4 Kids is an egg and nut free centre. Please do not bring in food items containing nuts as this will be immediately removed to support children’s health needs. Parents will be supported through a reminder slip that will be placed in their child’s lunch bag informing them that we are a NUT FREE centre. Room staff will speak with parents outlining our policy, along with health and safety concerns for children at the centre. On enrolment, staffs are to be made aware of and provided with information of any allergies, medical conditions or dietary requirements. If your child requires an action plan, this must be submitted to the centre on enrolment.

ILLNESSES
To prevent the spread of infectious disease across the centre, children who have been sent home from Jumpstart 4 Kids with an illness or temperature are to be kept home the following day. If your child has been sent home with an infectious disease, your child can
return with a clearance from a doctor. We remind families to keep up to date with their child’s immunisation records and provide a copy of the documentation after each immunisation.

**IMMUNISATION**

Jumpstart 4 Kids requires all parents to maintain their child’s immunisation schedule. Our service must receive updated copies of children’s childhood Immunisation Register Statements. Parents can access these through Medicare or https://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register?utm_id=9

Blue books are no longer valid evidence of your child’s immunisation.

**MEDICATION**

If your child requires medication for the day please ensure you approach a staff member to complete our medication form. No medication will be administered without a completed and signed form. If your child requires Panadol throughout the day (due to a high temperature) a staff member will contact parents to attain verbal consent to administer medication. Parents will be required to sign medication forms when collecting their child. Medication is stored either in a locked boxed in the fridge or in the locked medication cupboard with two staff members administering medication on all occasions.
HEALTHY EATING

All food must be kept in the fridge at all times. This is a Food and safety requirement.

YOUR CHILD’S LUNCH MAY CONTAIN THINGS LIKE:

MORNING TEA
   Fruit / Cheese / Crackers / Yogurt

A fruit platter is provided for morning tea, all children are encouraged to take from the platter, children are also offered milk and water.

LUNCH

   Healthy sandwich / Wraps / Cheese sticks / Vegetables / Salads

AFTERNOON TEA

   Fruit / Cheese / Crackers

A munch and crunch platter is provided for afternoon tea, all children are encouraged to take from the platter, children are also offered milk and water.

All non healthy food options will be returned home.

All children are required to bring a piece of fruit each day for shared morning and afternoon plates.

In the Busy Bee Room NO food will be heated as we are preparing the children for formal schooling.

Source: Education and Care Services National Regulations 2011:
Regulation 78–80, 168
Links to National Quality Standards: 2
Pack your child a HEALTHY LUNCH BOX

Choose a variety of foods from each food group

- Fruit
- Vegetables
- Dairy
- Wholegrains
- Lean meat & alternatives

A Healthy Lunch Box

- Make water your drink
- Pack ice bricks to keep food cool
- Use a thermos to keep food warm

This resource was developed and designed by the Health Promotion Service, Western Sydney Local Health District, with contribution by South Western Sydney Local Health District and Hawkesbury-Nepean Local Health District.
Healthy lunchbox snacks

Swap snacks that are high in fat, sugar, salt and low in fibre for quick and easy healthy snacks!

Healthy snack ideas:
- Pilecets
- Fruit bread
- Plain rice cakes
- Air-popped popcorn
- Wholegrain crackers
- Reduced fat yoghurt
- Reduced fat cheese
- Vegetable sticks eg celery, carrot, capsicum
- Cherry tomatoes
- Corn cob
- Cucumber
- Fruit (whole or sliced) eg grapes, orange segments, kiwi fruit, mango slices, pear, apple, banana

Snacks best left out of the lunchbox:
- Muffins and cakes
- Sweet biscuits
- Savoury biscuits
- Muesli bars
- Sweet rice bars
- Fruit straps
- Chocolate
- Lollies
- Potato chips
- Corn chips
- Processed cheese & biscuits
- Soft drink
- Flavoured milk
- Fruit drinks

NSW Government Health

This resource was developed and designed by the Health Promotion Service, Western Sydney Local Health District, with contributions by South Western Sydney Local Health District and Wollongong & Illawarra Local Health District.
Physical Environment

Outdoor Play:

Each day the Busy Bees have structured play outdoors. During this time the children are provided with fine motor, language, cognitive, dramatic, and gross motor activities as well as art and craft. There are a variety of play equipment/resources for the children to use that encourage children to jump, hop, climb, skip and run which promotes the development of their gross motor skills.

Physical Activity:

Physically active learning experiences includes planned play (eg. action games/songs, FMS sessions, intentional teaching experiences), spontaneous play (eg. child initiated, free-play in the playground, dancing to music, intentional teaching experiences) and everyday physical tasks (eg. helping with gardening, setting up experiences, tidying up spaces). At Jumpstart 4 kids we provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active experiences.

(For more information on physical activity please refer to the physical activity and small screen recreation policy)

Fundamental Movements:

Each day after indoor free play the children undertake intentional programmed fundamental movements. Fundamental movements are very important as they are building blocks or foundation movements that assist in developing more complex/specialised gross motor skills for children.

Jumpstart 4 Kids focuses on fostering the development of a range of fundamental movement skills such as: Hopping, leaping, catching, dribbling, kicking, over arm throwing, galloping and running.

(For more information on physical activity please refer to the physical activity and small screen recreation policy)
# Staffing Arrangement

Welcome to the Busy Bee room. Our room is from the ages of 3 years - 5 years with up to 20 children per day in the room. At Jumpstart 4 Kids we welcome the opportunity to build active partnerships with children and families. Staffing allocations for each room are listed in the front foyer with relevant staff qualifications. Room leaders have a Diploma of Children’s Services or higher with room staff attaining or working towards a Certificate III of Children’s Services. Staff members are available to consult with parents daily and we encourage families to speak with staff on a regular basis so that we can support all children and their families at the centre.

## Jumpstart 4 Kids Staff Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr John</td>
<td>Director</td>
<td>Bachelor of Science, Diploma in Education, Master of Arts, Diploma Children's Services, PhD in Education (completing)</td>
</tr>
<tr>
<td></td>
<td>Certified Supervisor</td>
<td></td>
</tr>
<tr>
<td>Miss Maree</td>
<td>Director</td>
<td>Bachelor Professional Development Early Childhood (4yr Trained)</td>
</tr>
<tr>
<td></td>
<td>Certified Supervisor</td>
<td>Diploma of Education</td>
</tr>
<tr>
<td></td>
<td>Educational Leader</td>
<td>Diploma Children's Services, Cert. IV Trainer and Assessor</td>
</tr>
<tr>
<td>Miss Justine</td>
<td>Nominated Supervisor</td>
<td>Bachelor of Teaching - Early Childhood (3yr Trained)</td>
</tr>
<tr>
<td></td>
<td>Room Leader Playful Possums</td>
<td></td>
</tr>
<tr>
<td>Miss Amie</td>
<td>Room Leader Busy Bees</td>
<td>Diploma Children's Services</td>
</tr>
<tr>
<td>Miss Ashley</td>
<td>Room Leader Baby Bunyips</td>
<td>Diploma Children's Services</td>
</tr>
<tr>
<td>Miss Manpreet</td>
<td>Room Staff Busy Bees</td>
<td>Bachelor of Education (completing)</td>
</tr>
<tr>
<td>Miss Amy</td>
<td>Room Staff Playful Possums</td>
<td>Cert III in Children's Services</td>
</tr>
<tr>
<td>(completing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Amber</td>
<td>Room Staff Playful Possums</td>
<td>Cert III in Children's Services</td>
</tr>
<tr>
<td>(completing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Jaina</td>
<td>Room Staff Busy Bees</td>
<td>Diploma Children's Services</td>
</tr>
</tbody>
</table>
Miss Shannen  Room Staff Baby Bunyips  Cert III in Children's Services

Miss Bethany  Trainee  Cert III in Children's Services
(completing)

Miss Francesca  Trainee  Cert III in Children's Services
(completing)

**ADDITIONAL TRAINING:**

All staff undertake at least two additional Professional Development sessions each year. All staff have a current First Aid, Asthma and Anaphylaxis management Certifications.

**CASUAL STAFF:**

All casual staff have as a minimum a Certificate III in Children's Services.

**STAFF DEVELOPMENT**

Each staff member attends a minimum of two in-services per year, continuously developing our knowledge and skills within the childcare industry. Professional development allows all staff to promote and provide enhanced learning opportunities for children and families within our service.

**Collaborative Partnerships with Families and Communities**

**PARENT INVOLVEMENT**

At Jumpstart 4 Kids we actively welcome parental involvement. Our parents are encouraged to spend time with their children and view their portfolios at any time throughout the year. Parents may like to volunteer time to support staff in our programming routines or showcase their skills and interests with children. Parents can view their child’s portfolio and witness the variety of learning experiences that children are engaged in on a daily basis. The centre hosts a variety of events where families are invited to celebrate cultural events inclusive of Grandparents Day, Mothers Day and Fathers Day afternoon teas, discos, Cultural Days and our yearly Christmas concert. We also encourage parents to regularly speak with staff so we can best meet the needs of each child and their families.

**INCURSIONS/COMMUNITY EVENTS**

At Jumpstart 4 Kids, we encourage families and community involvement through celebrations and events. Shows are organised to attend the centre on a monthly basis. All
shows and programs are interactive for children to support their knowledge of culture, environment, nutrition and science. Shows attract an additional cost of $10 per child. This is conveyed through signage in the front foyer and through our monthly newsletters located in the foyer. Our Newsletter is available for parents to view on our website: http://www.jumpstarteducation.com.au/

SPECIAL OCCASIONS/DAYS

Throughout the year we celebrate special occasions/days such as (Pyjama Day, Mother’s Day, Father’s Day, Grandparents Day, Chinese New Year, Harmony Day, Diwali, and Halloween). This gives families and children the opportunity to build relationships with staff and other families as children explore and build their awareness of different celebrations around the world.

BIRTHDAYS

At Jumpstart 4 Kids we celebrate our Centre Birthday each year birthday by providing children with a jumping castle and cake to remember all the families and children that have been part of our Jumpstart 4 Kids community. Across the centre we encourage families to celebrate their child’s birthday by providing a cake or cupcakes to share with their friends. (Please ensure that all cakes contain no traces or nuts)
Leadership and Service Management

NEWSLETTER
The centre publishes an informative monthly newsletter to assist parents to identify the teaching and learning experiences that are being implemented across each room on a monthly basis. The newsletter provides families with informative information in respect to children’s health and safety issues as well as significant cultural events and additional activities being hosted at the centre. The monthly newsletters are located in the foyer for parents to collect. Parents are encouraged to discuss any aspects or articles that may appear in our monthly newsletter at any time.

PARENT FORUM
Our parent forums are conducted 4 times a year through two repeat sessions that allow suitable times for greater input from a variety of families. We understand parents are busy and hope that these occasions allow parents to express their ideas and thoughts about the centre and the room your child attends. Parents who wish to have an input but are unable to attend can verbally discuss their ideas at any time with staff or through our suggestion box located in front foyer.
ATTENDANCE
Parents are asked to contact the centre on 9671 5411 prior to 9am if their child is not attending for the day or if their child will be arriving after 9:30am. This enables staff to prepare and plan for the day’s activities. Parents are reminded that children are to be collected by 5:45pm. This allows parents time to speak with staff and ensure that parents have time to collect children’s items. Children collected at 6:00pm or after this time will incur a late fee as outlined on the enrolment form. Parents are reminded to phone the centre if you will be running late for the collection of your child. Each child has 42 absent days each financial year. Any day absent after 42 days of absences will require a doctor’s certificate to retain CCB. CCB will not apply after 42 days of absences without a doctor’s certificate. Full fees will apply to accounts in this event.

ARRIVAL AND DEPARTURE
Parents are required to sign their child in and out of the centre each day. If your child is being collected by someone other than a parent, please inform staff in the morning so we can record the name of the person collecting your child and their relationship with the child in the front office diary. Be aware that collecting person/s will be asked for identification and must be over 18 years to collect a child from the centre. Parents are required to record at least 3 alternative contacts for children in case of emergencies to support the health and safety of all children at the centre. Parents are welcome to add and update contacts at any time. Please speak with room staff and directors.
What your child need each day:

- Backpack
- Hat (broad brimmed or with flap at the back)
- Two spare changes of clothes including socks and underwear
- Fitted and flat sheet for rest time
- Enclosed shoes
- Drink bottle
- Morning tea, lunch and afternoon tea (with at least two items for morning and afternoon tea and with a sandwich for lunch recommended)
- Piece of fruit for shared platter
- Family photo
- Knowing Me sheet
- Family focus

Frequently asked questions:

What is a program?

A program is a weekly plan/guide created by the early childhood teacher and room staff. It lists daily activities that allow a balance of structure and free play for learning.

Is the school readiness program and daily program separate?

Yes. The school readiness program is written by the early childhood teacher (Kristy) and educational leader (Maree). It involves a range of literacy, numeracy and concept activities that are implemented daily by the early childhood teacher and room staff. These are monitored and overseen by the educational leader.

What is the Graduation Ceremony?

The graduation ceremony is a special event held at the centre and hosted by the directors and staff. At the graduation ceremony we celebrate your child’s time, achievements and friendships.
What does my child do if they do not sleep?

A year before your child commences school children may no longer sleep. The children will sit for 30 minutes to rest/quiet read. After this time the children split into small groups of 3. Children will complete school readiness activities, focusing on numeracy, literacy and concept activities.

Do all children get a learning portfolio?

Yes. Each child will receive a minimum of six observations per month showcasing their child’s learning and experiences they have participated in.

How many educators are with my child?

The NSW childcare regulations state from the ages 3–5 years there must be an educator for every 10 children in the room. Each day there will be a maximum of 20 children in the Busy Bees room with 2 educators.
Health Services Directory

Centre for Oral health Strategy
533 Westmead, NSW 2145.
Phone: 65929748 Email: info@fluoridenow.com.au

Blacktown Family Dental Care
55 Main Street
Blacktown
(02) 9622 4225

Blacktown Hospital
(02) 9881 8000

Sids Hotline
Phone: 9819 4595

Westmead Children’s Hospital
Corner Hawkesbury Rd and Hainsworth St
Westmead NSW 2145
Phone: (02)9845 0000
Sids Hotline
Phone: 9819 4595

Blacktown Library
Phone: 9839 6677

Children Road Safety
New South Wales
Phone: 13 22 13

Blacktown community health centre
Phone: 9881 8700
Unit 1, Cnr. Marcel Crescent and Blacktown Rd
Blacktown NSW
Blacktown Library
Phone: 9839 6677

Castle Hill Children’s Dentistry
329 Old Northern Road
Castle Hill

Early Childhood Education and Care Directorate
NSW Department of Education and Communities
Locked Bag 5107
PARRAMATTA NSW 2124
Ph: 1800 619 113 (toll free)
Fax: 02 8633 1810
Website: www.dec.nsw.gov.au