

IMPORTANT INFORMATION



PREPARING YOUR CHILD FOR OSHC CARE

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the centre, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with the Nominated Supervisor or Responsible Person so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child/children only in our environment to show and discuss at home.

Communication between home and the Service must be open and happen frequently to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting, more so for the family, not the child. We understand this and offer support through phone calls during the session, photos and open communication.

SAYING GOODBYE

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents/guardians have gone. What works best is a set routine, so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

TOYS

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. If your child brings personal items in from home the staff will place them in a safe place for collection by parents/guardians.

NATIONAL QUALITY FRAMEWORK INFORMATION



Under the Education and Care Services National Regulations 2012 our Service is legally required to implement the National Quality Standard (NQS). The NQS aims to support centre - based services like ours to deliver better quality early childhood education and care for all Australian children.

Our Centre's aim is to exceed the National Quality Standards across all areas of our Service. Each centre has a quality improvement plan in place to show what is happening in our centre to achieve this. There are seven quality areas in the NQS and our practices are assessed against 58 elements in total. The QA's are as follows;

QA1 Educational program and practice

The aim of Quality Area 1 of the National Quality Standard is to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

QA2 Children's health and safety

The aim of Quality Area 2 under the National Quality Standard is to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection.

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.

QA3 Physical environment

The aim of Quality Area 3 under the National Quality Standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development. The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.

NATIONAL QUALITY FRAMEWORK INFORMATION



QA4 Staffing arrangements

The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

QA5 Relationships with children

The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

QA6 Collaborative partnerships with families and communities

The aim of Quality Area 6 under the National Quality Standard is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

QA7 Leadership and Service management

The aim of Quality Area 7 under the National Quality Standard is to support effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community.

An ongoing cycle of planning and review, including engagement with families, creates a setting for continuous improvement.

The NQS is administered and regulated by the Education and Care Regulatory Unit in WA (for more information go to, <http://www.communities.wa.gov.au>).