

Kirrawee Child Care Centre

Handbook



Hours of Operation

Service hours are from 7.00am to 6.00pm
Monday to Friday
50 weeks per year, 10.5 hours per day
(Ph): 9545 4556

Age Groups

The Service has 2 rooms that promote a spacious, warm and inviting environment for all our children at the Service. The rooms will be offered as followed:



Crocodile Room 2-5 years



Bilby Room 0- 2 years



The Parent Handbook outlines important information you will need to be aware of while you are part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet which you must sign and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

Our Policies

All our policies are available in the policy folder located in the bookshelf under the 'sign in' sheets.

Please feel free to look and comment on our policies at any time.

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Introduction

Contact Persons

Approved Provider:	Fikry
Nominated Supervisor:	Penny
Certified Supervisors:	Lizz, Nikki, Kirsten, Loreto & Amelia
Educational Leader/ 2IC:	Lizz

Welcome to Kirrawee Child Care Centre. Finding a new education and care Service for your child can be a daunting task. At KCCC, our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical, aesthetic skills to become competent and confident individuals. For you as a parent/guardian, feel safe in the knowledge that your child is receiving the best possible care.

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel:

Welcomed, recognised, acknowledged and respected by all our Educators.

That your child is really known by, and really knows, the people who care for him or her.

You are given lots of information about what is occurring and are asked for your views.

You are involved in making decisions about your child's experiences.

You and your child are received and greeted upon arrival.

Your child is happy, secure and engaged.

Your child is not just looked after but really cared for.

Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the State licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below –

New South Wales

NSW Early Childhood Education and Care Nominated Supervisorate

www.det.nsw.edu.au

02 9716 2100, cslicensing@dhs.nsw.gov.au, Locked Bag 4028 ASHFIELD NSW 2131



Education, Curriculum and Learning

We will be following the Early Years Learning Framework as per our Education, Curriculum and Learning Policy. Our Educational Leader is Penny Driver

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we are able to provide developmental and educational programs for each group of children.

The Educators 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.

Early Years Learning Framework (EYLF)

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 child's Educator 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. Educators are willing to discuss any aspect of development with parents.

Extra curricula activities

The Service charges for the extra curricula program (Hey Dee Ho Music) separately each term. The days the program runs varies each term in order to give all the children an equal opportunity to participate. (Refer to Extra curricula Policy.)

Philosophy

Our aim is to provide high quality care that is both educational and stimulating, whilst catering for individual needs. We are accepting and welcoming of all individuals and families regardless of family structure, gender and background.

We see the link between home and the Centre as an important one and thus provide an environment, which enables children to feel secure and loved. We also believe that praising and accepting children despite errors and misdemeanours can assist them in growing towards a healthy adulthood.

We recognise the value of **Play** and **Art** in child development as they are essential educational part of our daily program. (Refer to Centre Philosophy)

Grievances, Complaints and Feedback

If for any reason you are not happy with the Service's level of care or care environment we want to know immediately. You can discuss this with Educators or formally write a letter. When any matter is raised the Service will be following our Grievance Procedure Policy. All Service policies are made available to parents. Positive feedback is most welcome too.

Child Care Benefits

A family subsidy (Child Care Benefit) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year.

Every family regardless of their income is entitled to this assistance.

For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

The Daily Routine

Although the routines of each room and age group will vary, the same aspects are contained in each. We endeavour to provide a home and family environment at the Service where the children feel comfortable and secure at all times and our daily routines reflect this.

Throughout the day the children will be experiencing a number of different activities which are part of the educational and developmental programs operated by all of our Educators.



Each room will display their routine in the rooms and these are available for parents to read and questions regarding this can be answered by the appropriate Educators. In place are both summer and winter routines, which adapt to weather conditions.

Children

The Orientation Process

1. Once a position is offered you will be asked to fill out an enrolment form.
2. An appointment with Penny will be made to go through the orientation checklist and finalise the forms. This is the best time to ask any questions.
3. At time of appointment, bond & enrolment fee should be finalised.
4. Parents to arrange with Service how many times they and the child will visit before commencement date.
5. Your child is now ready to begin his/her exciting journey at KCCC.

Those First Weeks

The introduction into long day care can be difficult for children and parents. Children's welfare and happiness are the priority for Educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families needs will vary greatly in the orientation process and individual needs will be met as best as possible.

The following outlines some helpful hints for parents on settling their child into care:-

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Interactions between Educators and parents or Educators and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the Educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
- Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.



- When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes, if a child is upset, only confuses them. Reassure your child that everything is alright and you will return later, this can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and giving them to an Educator or sitting down with them for a short play or reading a book together then leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the meantime they are well cared for.

What to Bring

Bilby (0-2 years)

- A change of clothing that is weather appropriate
- A hat – a full brimmed wide hat
- A security item for rest time
- Sheet Sets
- Nappies (x4 minimum)

Crocodile (2-6 years)

- A change of clothing that is weather appropriate (younger children- especially those toilet training- will need extra changes)
- A hat – a full brimmed wide hat.
- A security item for rest time.
- Sheet Sets.
- Nappies if required.

Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday, you are welcome to bring a birthday cake. Please check with your child's teacher prior to birthday, in case of other children having special dietary requirements.

Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during their play period and should be unimpaired by clothing. While paints, etc will come out in the wash, accidents do happen so it is best to send the children along in their "less than good clothes". Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

The Service will only have a limited supply of spare clothing. Please supply at least one change of clothing and underclothing in case of accidents. **Please mark your child's clothing and replace name tags if they fade in the wash. Ensure clothing is weather appropriate.** Please ensure that toddlers have about three complete changes of clothing and plenty of training pants.

Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats etc. as these have the potential to become caught on equipment and may cause serious harm to your child.



Belongings

Please ensure all belongings are clearly labelled such as dummies, clothes etc. Lost property will be displayed for parent collection in the foyer. Parent co-operation in labelling assists the Service in keeping your child's belongings together.

The Service discourages toys from home and we will not hold any responsibility for any personal belongings. Please be reassured security items are acceptable.

Possessions

A soft toy or security item is acceptable for rest time. It is appreciated if personal possessions are not brought to the Service e.g. guns, toys etc. Any possessions brought must come entirely at the parent's own risk with regards to breakage or loss.

Lockers

Each child is allocated a locker. Please place bags etc in your child's locker. If your child attends less than five days per week, they will share their locker with another child.

Guidance and Discipline

Educators follow a Behaviour Guidance Management Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others and for property and respect for self.

The policy aims are:-

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.
- To encourage the individual social development of each child.

If you require further information on this policy please ask Educators and refer to the policy book.

Rest and Sleep

Rest time routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide soft mat beds for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child's rest needs with Educators.



Parents

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel *you are given lots of information about what is happening and you are asked for your views*

What is the best way to communicate with you?

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child. We have many types of communication we use for families in the Service just like you.

- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Regular parent meetings are held where parents can raise any issues or topics they feel relevant and contribute to decision making.
- A fees/communication box is located in the Service. Parents are able to leave more detailed written messages, for the purpose of expressing concerns, positive or evaluative input that they feel they need to let Educators know about. These can be anonymous if so desired.
- Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Policies will be regularly reviewed in a variety of ways (sign in area & newsletters to enable parent comment on Service practices)

Confidentially and Discretion

Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a **private discussion with our Educators**, please inform us. This can happen face to face or by phone.

What can you expect from Educators?

- Educators will make efforts to communicate effectively with families.
- Educators will inform families promptly and sensitively of any out of the ordinary incidents affecting their child.



- Educators will share with children's families some of the specific interactions they had with the children during the day.
- Information on children's eating and sleeping patterns at the Service will be provided to families through verbal communication and through the room sign in sheet.
- **Please feel free at any time in person, by phone or email to discuss your child's progress, relationship, interest and experiences.**
- When families and Educators make a joint decision that affect children's progress interest and experience, a record will be kept in the appropriate form. (These may include new events like toilet training.

Priority of Access

Please refer to our Enrolment Policy for more information about the Department of Education, Employment and Workplace Relations' (DEEWR) requirements for Priority of Access.

Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting your child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with Nominated Supervisor. **Signatures and times are important; if no signatures or times are entered it may be deducted from your tax return at the end of the financial year, at full fees.**

Parent Involvement

This is vital to ensure maintenance of a quality service. Your contribution of ideas, experiences and skills are welcomed and greatly valued. You may be able to share your skills and experiences in Music, Craft, Cooking and Storytelling etc to enhance your child's program at the Service. Please complete your availability or what you can offer the Service on the enrolment form.

Parents are welcome to visit or call the Service at any time. If you have any talents or hobbies, we welcome and encourage to please share them with the children.

If you have any concerns, please see your child's teacher or the Nominated Supervisor. We have a grievance policy and procedure if you would like to formally raise any concerns.

Kirrawee Child Care Centre

Fee information 2017

Bilby	\$105.00
Crocodile 2 (2-3yr olds)	\$103.00
Crocodile 1 (3-5yr olds)	\$101.00

Enrolment fee \$100 (GST inclusive)

Bond 2 weeks of full fees

Re-enrolment fee \$50 per family per calendar year

Accounts in arrears will be subject to care being cancelled.

2 weeks of full fees as a bond per child is to be paid before your child commences at the Service, this is refundable when your child ceases care or used to pay outstanding fees. Bond is non refundable if your child doesn't commence at the service.

Refunds can take up to eight weeks, due to ensuring your Child Care Benefit is finalised with the Service, all refunds are paid electronic payment. (Please note these payments will not show up as a credit on your account, as they are held in the bond section of your child's Service file. At cancellation bonds will be transferred to your child's account).

Accounts

Any change of financial income will alter your fee structure, please advise our Service and FAO (13 6150) if this occurs. Payments can be made via cash, cheque, direct deposit or EZIdebit (refer to form). Fees must be paid one week in advance.

Late Fees

If your child is collected from the Service after 6.00pm, you will be charged a late fee which is \$20.00 first 5 minutes and \$1:00 per minute after 6.05pm. You will receive a late fee notice when you pick your child up. The fee will be added to your account.

Attendance and Absence

Once a child is enrolled at the Service, payment of fees must be continued during the child's absence for illness, **public holidays**, holidays, etc. When a child is absent for any reason we must be notified. The Service is open for 50 weeks per year; the only period during which we are closed is Public Holidays and two weeks at Christmas. Dates will be advised.

Allowable Absences

The Government allows 42 absent days per child, per year in total, 12 of which are public holidays. Full fees are charged once these days are exceeded.



Notice of Withdrawal

When you would like to take your child out of care or drop one of their days, you must provide the centre, in writing with 4 weeks' notice. This will increase to 6 weeks notice for the last 6 weeks' of the year and the first 6 weeks' of the year. If your child is absent from care on the last day of the notice period, full fees need to be paid, as CCB ceases to pay for any absences during this time.

Waiting List

When our rooms have full enrolment, children's names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days to other days, this can be effective immediately provided the group enrolment is not full. If it is full the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list does give priority to working parents as per Priority of Access Guidelines. There is a \$20 waiting list fee per family.

Health & Safety

The Service provides a healthy and safe environment for children, Educators and families to grow and develop in – as such the Service has a health and safety and hygiene policy regarding illnesses and medications. Children with contagious illnesses are required to be kept at home and a doctor's certificate must be presented to show that the infection cannot be passed when the child returns to the Service.

Food Allergies

Please inform the Nominated Supervisor if your child has any allergy.

Illness

NO CHILD will be admitted with obvious signs of any highly contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. Children who are not immunised will be required to be exempt from the Service. I understand that once my child's temperature reaches 38°C, I need to arrange for them to be picked up from the Service ASAP.

Medication

Educators will be able to administer medication to children who are recovering from illness. A medication form must be completed and signed by parents before any medication will be given. All prescription medication must be prescribed for your child and not another family member- unless stated otherwise by a doctor's certificate. Medication must be in date and in its original packaging.

The medication must be handed to an Educator to store in a locked container in fridge. Please **DO NOT** leave medication in your child's bag.

The Educator who gives medication requires a medication form to be completed by the parent, e.g. tablets, mixture, creams.

Any child who has commenced an antibiotic must not attend the Service for **24 hours** from commencement.



Asthma

The Service aims to provide a safe environment for children who have asthma. It is Service policy that an “Asthma Record Plan” be completed by parents/guardians in consultation with the family doctor. It is also a requirement that the record plan be reviewed by your family

doctor annually or as circumstances change. This must be completed and returned before enrolment commences. These will be available at the time of enrolment.

Sun Protection

Our Service is a Sun Smart service. Our policy is “no hat, no play”. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be named. The most suitable hat is one, which shades the ears and neck, as research is showing a high incidence of skin cancer on people’s ears.

Accidents

In case of an accident or illness occurring at the Service, the Nominated Supervisor will contact parents if deemed necessary. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An incident report will be filled out, outlining the accident and signed by the Educators who observed and administered first aid, as well as any witnesses. The Nominated Supervisor’s and parent’s signature will also be required.

Emergency Drills

Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Also Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be in every room.

Using the Service Safely

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children, always hold children’s hands when arriving and leaving the Service
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

Workplace Health and Safety Feedback

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practises, the safety of building and equipment or general OHS, please contact the Nominated Supervisor immediately.

Educators

Suitable qualified Educators are employed in all age groups and the child Educators ratios are adhered to according to our legal requirements. All Educators have their Senior First Aid Certificates, Working with Children Checks completed and attend monthly Educators



meetings. Our Educators are regularly involved and encouraged to attend further development and training.

We aim for our Service to be unique in that all our Educators have had training and experience in the child care profession. For further details on the qualifications of the Educators, please see our Nominated Supervisor.

Important Contacts and Information for Families

The Service provides families with current information on child and family resources and services accessible in the local community.

Our Service has a parent library with resources you may find helpful.

ACECQA is the new national body ensuring early childhood education and care across Australia is high quality

Address: Level 15, 255 Elizabeth Street, Sydney, NSW, 2000
Postal Address: PO Box A292, Sydney, NSW 2000
Email: enquiries@acecqa.gov.au
Phone: 1800 181 088

Family Assistance Office

Phone: 13 6150

Australian Childhood Immunisation Register

Phone: 1800 653 809

Informative Websites for Parents

Raising Children Network - The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering **children** aged 0-8years. raisingchildren.net.au/

Better Health Channel - quality consumer health information quality-assured, regularly reviewed health and wellbeing information and services. This site is sponsored by the State Government of Victoria. www.betterhealth.vic.gov.au/



Family Skills, Interests and Talents

We welcome all family members to our Service and we encourage when possible for families to be involved in your child's program. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your Occupation

Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby. Everything parents do interest children and these talks are the best educational resources you can provide for the Service. After occupational discussions we use it in our programming and the ideas explored from parent talks can last for weeks.

Your Home Culture

Your home culture is most welcome in our Service; we would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

Reading (especially good for grandparents)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

Useful Junk - We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk re-hygiene and allergy) paper or anything interesting from your work is much appreciated.

Family Photos – Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a copy of your family for us to display in the room.

Concerts and Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

Suggestions

If you have any other suggestion or idea on how we best can work together in the Service and together with your child's program please let us know.

Remember

When your family becomes involved with the Service, no matter how small or big your involvement your child will be experiencing the connection between home and our Service.



Mutual Obligation

Please read this handbook carefully. When you have done so please sign below to acknowledge you have read and understood the commitment that you are undertaking and your responsibilities to the Service.

Please return this page to the Nominated Supervisor at the time of your orientation appointment.

Thank you.

Family name

Parent's full name:

Child/ (children)'s name

I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

Signed: _____

Dated: _____

Have you completed the orientation evaluation Yes No



Parent Input for individual Program

Child's Name; _____

Date of Birth: ___/___/___

Room; _____

Days attending:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Here is the opportunity for you to offer us input into your child's individual program. Your input is important to us, and your child's program, because children often display differing behaviours, skills, and interests between home and Child Care. Your input provides us with more pieces of the puzzle in relation to getting to know your child and therefore planning appropriate experiences for them, which they will learn from and enjoy.

1. What do you feel are your child's current needs? E.g. toilet training, development of social skills, expansion of vocabulary?

How could we assist your child in these areas?

2. What are your child's current interests?

How can we foster these interests at the Service?

3. What do you feel are your child's strengths at this point in time?



How can we provide further development of your child's strengths at the Service?

This form will be sent out to you periodically throughout your child's enrolment at **Our Service** although please keep us up to date with any changes as soon as they arise, again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs. Thank you.



Orientation Evaluation

Name (optional) _____

Date ____/____/____

Overall how would you rate the orientation? (Please circle one)

Very Satisfied Satisfied Neither satisfied or dissatisfied Dissatisfied Very Dissatisfied

yes	no	N/A	Were you giving an orientation to familiarise you and your child with the daily routine and activities?
yes	no	N/A	Were you reassured that most children settle in quickly to their new environment?
yes	no	N/A	Did the Nominated Supervisor arrange for you and your child to attend the Service to visit and meet the Educators, and familiarise with the environment?
yes	no	N/A	Did the Educators suggest your child participate in the activities if he/she so desired?
yes	no	N/A	Were the daily timetable and program discussed, as well as routines and any special requirements for your child?
yes	no	N/A	Were you encouraged to send any special comfort items (teddy etc) to help your child in the initial settling in period?
yes	no	N/A	Were you invited to ring and check on your child at any time?
yes	no	N/A	Were you told what to bring? (birth certificate, immunisation record and medicare number)



On what could we improve?

yes	no	N/A	Did Educators explain modes of fee payment and communication (newsletters, pockets, communication box etc)?
yes	no	N/A	Did Educators explain the importance of labelling personal items and also show you the parent library where the Service policies and other resources can be accessed?
yes	no	N/A	Did the Educators discuss how best to tailor your child's settling in period?
yes	no	N/A	Did Educators encourage you to say goodbye when dropping off – and reassure that if the child remains distressed over a period of time, that Educators will contact you?
yes	no	N/A	Were you able to stay as long as needed to reassure your child?
yes	no	N/A	Were you told you will be kept informed about how your child is settling in on collection and are welcome to discuss any aspects with the Nominated Supervisor at a convenient time?
yes	no	N/A	Was the Enrolment Form explained and filled in completely with all relevant information about your child?

What did we do well?

Thank you for your time.