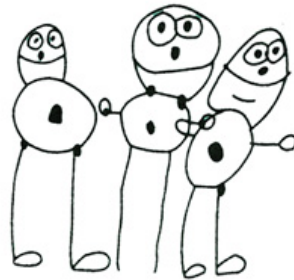


Rutherford Playtime

Pre-School



Families Handbook

Please keep for future Reference

75 Regiment Road

Rutherford NSW 2320

Phone: (02) 49326332

Email: info@rutherfordplaytimepreschool.com.au

Web page: www.ruthefordplaytimepreschool.com.au

Centre Staff and Management

Approved Provider/Owner

Sandra Goldsmith

Director and Nominated Supervisor

Tahlia Goldsmith

Educational Leader

Emma Harrison

Child educators

Vicky Jones

Maddy Foster

Tammy Cody

Sara Fulcher

Sophie Curry

Trainees

Kaytlin Essam

Maddy Watson

Our Centre - Rutherford Playtime preschool is an extended hour's preschool which is open from 6:30am – 6:00pm Monday to Friday, 51 weeks a year. Rutherford playtime Preschool provides quality care for Birth – 6years year olds.

Parents choose the number of days, as well as arrival and departure time, however all users will be charged the same daily fee, regardless of how many hours they attend Preschool.

Please note, if you're late in picking up your child, a late fee of \$5.00 a minute will be added to your account.

Important information

Rutherford Playtime preschool is open **51 weeks a year**, including school holiday. We are closed for one week over the Christmas and New Year period. We are also closed for public. Rutherford Playtime preschool is open 630am – 6pm Monday – Friday. The hours which your child attends is your decision. Here at Rutherford Playtime Preschool we have an Open door policy, Parents and Family are welcome to visit and join in on our daily activities in our centre at any time, if you or your family have any skills you would like to contribute please feel free to share with staff.

Fees for 2019

Nursery Room 0-2 year old:	\$19.99 → \$98 per day
Toddler Room 3-4 year old:	\$18.79 → \$95.00 per day
Preschool Room 4-5 year old:	\$ 16.99 → \$90.00 per day

Fees are to be paid weekly or fortnightly. Fees are charged 2 weeks in advance. Please note that we do not keep change on the premises. Fees that fall more than two weeks behind, will be charged a late fee of \$20 and may be required a debt collector to seek the payment. It will be the responsibility of the payee (the person who has failed to pay their fees) to also pay for the debt collector (25% of fees owing + 10% GST). Termination of the position may also be required.

Methods of paying Fees-

•**Direct Debit- via Kidsxap** – This is the most preferred payment method. It automatically come out of your account each week or fortnight.

Centrepay- Centrepay is a bill paying service, free for Centrelink customers, through which deductions can be made from a customer's payment directly to your Business.

•Direct Deposit-

BANK- ANZ
Account Name- Rutherford Playtime Preschool PTY LTD
BSB- 012-720
Account Number – 406 357 974

•**Cash payments-** Money is to be signed in by staff and then witnessed by parent. This is recorded directly onto your child's fee envelop.

•**EFTPOS-** Eftpos machine is located in the Office. Please write child's first and last name on back of receipt and pass on to director or your child's Teacher. See staff for assistance.

Absences- You can receive child care subsidy (CCS) for allowable absences, up to a maximum of 42 days per financial year. After this, you will have to pay the full cost of child care.

You can get CCS for any number of approved absence days your child takes. But when required, you must provide Centrelink documents to explain each absence. Approved absences include; illness with medical certificate, public holidays, access visits, rostered days off, declared a local emergency.

Holidays- Our centre is open 51 weeks of the year including school holidays. Please notify staff if your child will be away for a certain period of time. Full Fees are still payable over this period to ensure child's place is kept until he/she returns.

Priority of Child Care Services-

When there are limited vacant places in the service, Rutherford Playtime Preschool will follow the Australian Government Access Guidelines.

Priority 1 – A child at risk of serious abuse or neglect

Priority 2 – A child of a parent (or both parents) who satisfies the Governments work, training or study test.

Priority 3 – Any other child

A child under Priority 3, may be required to vacate a place to make room for a child with higher priority. At least 14 days' notice will be given, if this becomes necessary.

What are my responsibilities for receiving Child Care subsidy?

Generally most people are eligible for financial assistance or rebate with their fees, from the Australian Government, regardless of their income. This is called Child Care subsidy (CCS). Once you receive a CCS, we can calculate your preschool fees.

To obtain a CCS, apply at Family Assistance Offices; Centrelink, Medicare and the ATO.

You may also apply by telephone on 136150

To register for CCS you are required a reference number.

OUR REFERENCE NUMBER IS - 407 259 872H

To continue to receive Child care subsidy and the correct benefit, you are required to:

- Sign daily attendance records to show when your child starts care and finishes each day.
- Sign attendance record each time your child is absent.
- Inform each child care service you are using when you have used your maximum 42 absence days. Advise the family assistance office when changes happen that may affect your CCS.

Leaving procedure-

Two weeks written notice is required if you need to cancel care/days for your child. Fees must be paid in full before the last day of care. A 10% fee will be charged every week after your last day if fees are not paid.

Kidsxap - This is the software we use for

- Billing
- See your weekly statement
- Daily updates of your child
- Photos
- Observations
- Accident and injury
- Medication request
- See meals for the day
- Update your details
- Book in for occasional day

All you have to do is simply download the free app and you have complete access.

Download the app!

Available on the App Store

GET IT ON Google Play

We use KidsXap to keep you involved in your child's progress.

With KidsXap you can:

- ✓ Communicate efficiently with your service
- ✓ Receive and send live alerts about your child's daily activities
- ✓ Watch videos and photos of your child during the day

- Free app for Guardians on iOS and Android
- Save time when organising childcare
- Free for families
- View and fill in all your child's details online
- Safe and Secure

KidsXap

Learn more at:
www.kidsxap.com.au

Programming

The Teachers at Rutherford Playtime Preschool are guided by Australia's First National Early Years Learning Framework. The Council of Australian Governments has developed this framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the early years Learning Framework will contribute to realising the council of Australia Governments' vision that:

"All children have the best start in life to create a better future for themselves and for the nation"

Using this framework a great focus is placed on the importance of the children, assistance in developing the programming; developing ideas for the experiences/activities, taking part in the setting up of the experience and also evaluating it. The five Learning Outcomes for children from Birth to 5 years are discussed briefly below:

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, inquiry, 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*

Documentation of the program:

In All rooms a written story of what programmed activities and child interactions had taken place throughout the day, this sent via Kidsxap to all families.

Parent Input-

At Rutherford playtime Preschool we encourage parents and caregivers to have an input on the children's daily activities, whether it be joining in or sharing a special talent or skill you may have, if you have any cultural and or heritage experiences or items that you would like to share please advise your child's teacher so we can arrange a time for this event.

Special Portfolio's- All children who attend Rutherford playtime Preschool will be presented with a very special Portfolio, containing documentation of their artwork, creative thinking/expression, observations and special events. These are presented in early December, during a graduation ceremony.

Meal times- A copy of our daily routine is attached.

Rutherford Playtime Preschool provides four meals a day; Breakfast upon request before 8am, morning and afternoon tea, a hot meal for lunch and a late afternoon snack past 5pm

Children's Dress- Flat sole shoes are highly recommended as regular outside exploration takes place; involving climbing and balancing. Sun Safe clothing must be worn. Singlets and strap dresses are not permitted at any time. If your child is toilet training please ensure they wear appropriate clothing to assist with the transition.

Birthdays – We encourage all families to let their children share their special day with all of their friends at preschool. Most children like to bring a cake to celebrate this event.

Treasures from Home- We have a large number of play toys/equipment and activities, so we prefer for all special toys to be left at home, to avoid these getting lost or broken.

Parent Notices- Notices are emailed to all families. If you don't have an email please advise staff on enrolment.

Policies- Rutherford Playtime Preschool has a number of policies which show how we conform to the Children's Services regulations. There is a copy of the policies available in all rooms on computer and also the office, for your reference. Feedback is welcome where possible placed into action.

Accidents and Injuries- Accidents inevitably happen, even though every precaution is taken. In the event of an accident or injury, an Accident report will be completed by staff and witnessed by a co-signing staff member. A copy of this accident report will be sent straight the guardian via Kidsxap for you to acknowledge.

Emergency Evacuation Procedure- A copy of the emergency evacuation procedure for Rutherford Playtime Preschool is available for viewing at all exits. Evacuations will take place regularly throughout the year.

Smoke Free Environment – Please note that Rutherford Playtime Preschool and its grounds is a smoke environment.

If you have any queries relating to information in this booklet or any other childcare service, please feel free to contact the Department of family and Community Services.

Thank you for taking the time to read our information booklet. We hope it has confirmed our priority to provide a high quality of service to our families.

If you have additional concerns or questions please contact the director.

Date Reviewed: 01/09/2018

FIRST DAY CHECKLIST

The following Documentation is required on or before your child's first day:

- Immunisation record (printed off Medicare)
- Proof of child's Identity (Birth Certificate)
- Completed Enrolment Form.
- 2 weeks fees up front

Items for your child:

- Change of clothes (labelled)
- Pull ups or nappies (Labelled)
- Child's comfort item if necessary
- Bottles, dummies, breast milk or formula.

Don't forget:

- Registered for CCS? (Discount rebate on your Fees)
- Have you phoned Centrelink or the FAO to register your child with our service?
- FAO or Centrelink phone number **136150**

ROOM ROUTINE

630am-8am	Centre open's, Continental Breakfast is available upon request. Table activities in Toddler Room!
8am-9am	Table activities in Toddler Room.
9am - 930am	Nappy Change / Toileting
930am-10am	MORNING TEA - Washing hands/Toileting - Children can choose from a variety of fruits, vege and other products from our menu. A great time for children to gain independence by choosing food themselves as well as cleaning up after themselves.
10am- 11am	Outside Play & activities - Including planned as well as free play activities.
11am - 12pm	Formal group lesson - This is a planned experience where children learn to communicate and listen in a group situation. A time of games, stories, music, movement, drama and language. Programmed Activities - Children have a variety of activities to choose from. Activities are both planned and spontaneous to meet the needs and interests of individual children, thus enhancing their learning experience.
12pm- 12.30pm	LUNCH - Pack away/washing hands/Toileting - A time to have discussion with friends. Self-help skills are also developed e.g. Unwrapping own lunches, opening drink bottles, Children are also encouraged to develop healthy eating habits.
12.30pm-130pm	EARTH HOUR / Rest Period/ Quiet Activities - Children are given the opportunity to have a sleep or to just relax their bodies. A calm, relaxed atmosphere is created with special lighting and music.
130pm- 3pm	Wake up / Toileting / pack away beds/ Nappies Free indoor play,
3pm-330pm	AFTERNOON TEA - Washing hands/Toileting - Children can choose from a variety of fruits, vege and other products from our menu. A great time for children to gain independence by choosing food themselves as well as cleaning up after themselves.
330pm- 6pm	Outside or indoor activities - both planned and spontaneous activities until parents arrive.

Routine is subject to change in case of Rain or extreme heat no outside activities will be held. Inside activities will be conducted instead. Also subject to change during daylight savings.

Rutherford Playtime Preschool Philosophy and Aims

Our Philosophy is guided by 'Being, Belonging, Becoming: The Early Years Learning Framework' and the National Quality Framework.

We meet our Philosophy and aims by following **Rutherford Playtime Preschool** Policies and Procedures.

In Relation To Children:

We acknowledge that all children are unique individuals with their own needs, interests and strengths. All children are given equal opportunities regardless of their gender, culture and socio-economic background. ...

We acknowledge that children's voices are the most important part of our programs.

Children learn best through play and staff/educators will support development by providing experiences that are meaningful to the children and, most importantly, reflect their interests. For example, the child's knowledge is valued and can be used as a tool for enhancing the knowledge of others.

Learning is promoted through experimentation, investigation and role play. Educators will follow children's interests and provide open ended play and creative experiences within a comfortable, relaxed, home like environment and also with a sense of provoking learning.

Children develop and learn at their own pace; therefore educators will ensure their expectations of children's development are specific to each child and their experiences.

A positive self-concept, high self-esteem and social competence are the basis for learning. Therefore, educators will ensure children are given meaningful praise for efforts, success and positive behaviour and will be supported to build positive relationships with their peers.

Educators will support each child's background within the environment, using experiences across all learning outcomes; Children have a strong sense of identity, Children are connected and contribute to their world, Children have a strong sense

of wellbeing, Children are active and involved learners, Children are efficient communicators.

We will support the inclusion of children with additional needs, working in conjunction with the family and other support services.

Staff/educators will support each child's emotional development through the Principles of Belonging Being and Becoming "and it's practices.

In Relation to Families and Community

We acknowledge families are the most important people in their child's life and have valuable information to share with us. We will make parents feel welcome and encourage them to become involved at Rutherford Playtime Preschool in whatever way they feel comfortable.

Individual families have their own parenting and childcare practices, which staff/educators will recognise and respect.

We recognise that families are active members of the larger community. We are aiming to establish and further develop our collaborative partnerships with both families and the community.

We encourage feedback suggestions and opinions regarding Rutherford Playtime Preschool Day-care's procedures, policies and the general running of Rutherford Playtime Preschool

Families need to feel secure in knowing that their child is cared for in a nurturing environment.

Families have the right to confidentiality and respect for privacy.

Families have the right to access affordable, high quality care and education.

In Relation To Educators

We recognise and respect that every educator is an individual with diverse needs, interests, skills, knowledge and experience. We support staff/educators members' personal early childhood philosophy.

Staff/educators will work as a team by motivating and supporting each other.

Educators will help to build an atmosphere of trust and respect through open communications, respecting different points of view and maintaining confidentiality.

Educators will abide by Policies and Procedures, National Regulations, PIEC Principles of attachment, AECA Code of Ethics, UN Conventions of the Rights of the Child and the National Quality Areas (NQF).

In Relation To the Program

The program encourages children to make choices and have control of their own learning through individual interests and their 'voices' being recognised. Short and long term projects are added to and changed according to the children's interests.

The program provides opportunities for simultaneous indoor/outdoor play that promotes child initiated small group experiences and fosters nurturing and sibling relationships.

The program is based on the concept of the Early Years Learning Framework and other practices like the Reggio Emilia philosophies where the children's interest are the focus and staff/educators work within these interests to assist with the child's development. These practices are complemented by educators' 'Provocations' via intentional teaching.

We believe that the role of adults within Rutherford Playtime Preschool is to be facilitators that guide and encourage children's learning at their level.

We acknowledge and support the process of children's play rather than focussing on a final product.

Educators will reflect on the Curriculum Framework and incorporate it into the program.

Educators will use individual Learning Journeys (portfolios). These are available to parents at all times. The program will be accessible and clear for families to read, comment on and offer feedback and suggestions.

All educators will be given opportunity to have input into the program with ideas and suggestions.

In Relation To the Environment

We recognise the importance of providing a safe, secure and consistent environment that supports trust and familiarity as well as active exploration of learning.

We believe that environment sustainability is our responsibility and we endeavour to become active advocates of 'Going Green'.

We acknowledge the [Traditional Owners](#) and custodians of this [land](#), the Wonnarua people.

We recognise that we are part of the both world community as well as our local community. And is our role to support children become environmentally responsible and contribute to a sustainable future.

We strongly believe in the principles of Respect and Responsibility as representing the foundation of our early childhood practices!

Philosophy reviewed: 2017

Policy Aim: We believe in nurturing wellbeing and an enjoyment of learning, through active exploration, child initiated play and experiences, and strong, positive relationships with others in holistic practices.

Relevant Legislation: Education and Care Services National Regulations 2011

National Quality Standards: Areas 1-7

Early Years Learning Framework: Outcomes 1-5

Key Relevant Legislation and Relevant Legislation and Key Resources: Parents, Carers, Research Documents Educators and Children www.earlychildhoodaustralia.org.au, newsletter no.15, (assessed 2 November 2011)

[www.deewr.gov.au/Earlychildhood/Relevant Legislation and Relevant Legislation and Key Resources/Documents.pdf](http://www.deewr.gov.au/Earlychildhood/Relevant%20Legislation%20and%20Key%20Resources/Documents.pdf)