



Welcome to Kindulili Early Learning!

Our team at Kindulili share a vision of Early Childhood education and care that promotes the development of spaces that are filled with awe and wonder, are thoughtfully designed for play, learning, creation, and social connection to bring families, communities and children's learning and development to life.

Within our spaces we strive for children to feel comfortable and confident; able to develop and eagerly explore new learning in the warm and familiar environment.

We honour and respect children as capable, lifelong learners with much to offer and share where we work alongside them in collaborative learning opportunities. Each child becomes a celebration of possibilities, and full of unlimited potential.

Kindulili Early Learning embraces concepts drawn from many highly regarded experts and methodologies. We examine postmodern educational thinking; and draw upon contemporary theory and research in our commitment to being on the frontiers of practice so that each child receives the best outcomes possible.

Part of this is acknowledging that you are your child's first teacher, and with that in mind we will work collaboratively with you so that we can plan for the best possible outcomes for your child in their Kindulili journey.

Our programs are provided under the Early Years Learning Framework and the Qld Kindergarten Learning Guidelines. We are registered with the Department of Employment, Education and Workplace Relations and are monitored and assessed by the Office of Early Childhood Education and Care. We abide by all national regulations and laws and strive always to provide a high-quality education and care experience for all children.

Our mission is to open possibilities for each child to be stronger, wiser, braver, and kinder than they were the day before through connection to their world.

The service supports the efforts and philosophies behind reconciliation policy.

We acknowledge the traditional custodians of the land and the people of our local region, the Gubbi Gubbi; and respect their wisdom, elder's past and present; and connection to the land.

We thank them for their wisdom, culture and sharing their land. We recognise that the Gubbi Gubbi have successfully raised children in this place for thousands of years.

We welcome you to our Kindulili community and look forward to our partnership.

Please read this booklet carefully so that you are aware of how our service operates. Our service is always evolving in response to the needs of the families and children enrolled – your feedback is always welcome.

Thank you for including us in your child's journey.

From,

The Kindulili Team.



Kindulili Philosophy

Children are citizens of our global community; ready and able to be, belong and become. We recognise the value of life skills; and the importance of being mindful, purposeful, and unhurried. We embrace the uniqueness of all children, recognizing and celebrating the differences amongst us all.

We believe in empowering children to take ownership of their thinking, learning and unique identity; and to contribute to shared thinking and learning in personally meaningful ways. Opportunities for mindfulness are valued (both spontaneous and intentional) and embedded within our program. Conversations and experiences exploring kindness and empathy are deliberate and embedded in our relationships with the children, and the relationships the children build with their peers.

Our holistic approach to working with children is one of nurturing. Through listening, researching, gathering, and exploring, we thoughtfully contribute to children's play, and making meaning of the world around them. We embrace opportunities to reach out to the local community and bring meaningful awareness to the children.

Our service, teachers, educators, and families actively participate and work in professional collaboration towards shared knowledge, goals, and values.

Our learning environment and resources are intentional and provide security; and like the natural world, are significant and deserving of care. We value the natural environment as the third teacher and place emphasis, through collaborative and intentional experiences, on supporting the children to recognise how we can reduce our footprint on the land on which we live and play.



Operational Information

We provide quality education and care programs catering for children from 18month old and an accredited kindergarten program for children aged 3-5 years. Kindulili Early Learning as a privately owned service, The Nominated Supervisor, teacher and educators work closely with service management to ensure smooth operation of the service.

Kindulili Early Learning opened in July 2013 as a single room sessional kindergarten program. Responding to the needs to our local community our service transitioned to a long day service in June 2015, providing pre-kindy and kindy programs for all children enrolled.

Our service is open 7am-6pm, five days per week, 51 weeks per year. We are closed for the Christmas week and normal public holidays.

Kindulili has a qualified Early Childhood Teacher developing and implementing the Kindergarten Programs, with the support of all the educators in our team.

Bookings for the Age Eligible Kindergarten Cohort (ie the year before prep/4 years by 31st July) must be at least two days per week to access the Kindergarten program.

The teachers and educators will be allocated non-contact planning time at various intervals during the week; in this instance another educator provides cover.

Nominated Supervisor - **Emily Pettett**

Educational Leader - **Amanda Callaghan**

Kindergarten Teacher: **Amanda Callaghan -Bachelor of Education (Early Childhood) / Human Services (Forest School Leader)**

Room Educators

Hayley Ash- **Diploma Children's Services (Forest School Leader)**

Cassandra Dawson- **Diploma Children's Services**

Emily Ash - **Certificate 3 Children's Services**

Andrea Newbury - **Certificate 3 Children's Services**

Hannah Bambey - **Certificate 3 Children's Services**

Kirralea Nash - **Diploma Children's Services**

Crystal 'Isileli-Fo'ou - **Certificate 3 Children's Services**

All teachers and educators hold current Senior First Aid Certificates (including Resuscitation and Asthma/Anaphylaxis Management), Suitability Cards (Blue cards) and COVID 19 Vaccinations.

Contact Details

2-6 Ryder Court Narangba (off Mackie Road)

Phone **07 3888 2961**

Director/Nominated Supervisor: **Emily Pettett** director@kindulili.com

Fees/Finance: **Kim Ash** (kim@peaceofmindfdc.com)

Management / Approved Provider Contacts

Jay Schluter (jay@peaceofmindfdc.com) and Kim Ash (kim@peaceofmindfdc.com)



Enrolment

If the service has current vacancies, children may commence care as soon as all necessary paperwork is completed. If no vacancies exist families may place their child's name on our wait list and there is no fee involved to do so. Families will be contacted and offered a position as soon as one becomes available. In August/September of each year the service implements a whole service enrolment process for the following year. Existing families will be given first priority to enrol for the following year.

Families on the wait list will then be offered a place in the service.

Kindulili Early Learning is an inclusive environment that welcomes attendance and participation from a diverse variety of families, cultures, interests, and abilities. Each family is accorded with respect and is anticipated to offer reciprocal respect to each other. Instances of discrimination or abuse will not be tolerated.

Please advise on your enrolment if your child has any particular needs in relation to culture, health or development, so the teachers and educators can make any arrangements or plans are required. It is the parent's responsibility to keep our teachers and educators informed of any changes.

Fees

Kindulili Early Learning is a government approved service. For Kindergarten aged children (enrolled the year prior to starting prep) the service receives operational funding from the government. Each eligible child may be allocated only one service for this funding. On your enrolment form you will be required to sign an authority recognizing Kindulili Early Learning as sole claimant of this funding for your child.

When making a booking, families have the following options for sessions/fee's:

2022 Sessions and Fee's 18months to 3 year old Space

\$103 per day 8 hour session (8am to 4 pm)

\$103 per day 9 hour session (8am to 5pm)

\$105 per day 10 hour session (7.30am to 5.30pm)

\$105 per day 11 hour session (7am to 6pm)

2022 Sessions and Fee's 3-5 year old Space

\$92 per day 8 hour session (8am to 4 pm)

\$92 per day 9 hour session (8am to 5pm)

\$94 per day 10 hour session (7.30am to 5.30pm)

\$94 per day 11 hour session (7am to 6pm)

When completing enrolment forms, families will indicate which session they will book.

Please note: There will be an allowance of 15 mins either side of the above times. If your child is picked up and signed in/out outside of your booked session time, you will be charged at the full session/rate for that day.

If your child is not signed in/out for a particular day, you may also be charged at the full session/rate for that day.

Fees are calculated per day of attendance and are invoiced every week. Invoices/Statements are emailed to families weekly.



Accounts are to be kept with current week + one week in advance paid at all times.

The service encourages families to utilize the Direct Debit payment system.

Attendance fees apply for public holidays.

We offer two booked weeks (per calendar year) as holiday fees, that can be claimed. This is 50% off full fees for two weeks. If you wish to have this holiday discount applied, please notify via email with 2 weeks notice.

All other absences will be charged at normal daily rate.

Rebates

A family subsidy (Child Care Subsidy) 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.

If you hold a current health care card you may be eligible for a government subsidy on your fees. For further details please speak to our Financial Director or contact FAO on 13 6150.

Late Payment of Fees

A payment plan must be put in place if you are late with your fees. Failure to arrange a payment plan, or to make the agreed payments, will result in your child's enrolment being terminated.

Our service is discreet and sensitive with families that are experiencing difficulty, however there is no allowance for families that do not make payments with no communication to service management.

Late Fee

If your child is collected after 6pm you will be charged a late fee. This will be issued via an invoice. The late fee consists of a \$10 inconvenience fee and \$1 per minute for every minute after 6pm. If families are repeated late collecting children, the service may terminate the enrolment.

Cease Care Process

Families are required to give a minimum of two weeks' notice if they intend to relinquish their child's enrolment for any reason. If financial difficulties arise unexpectedly, please discuss this with us as soon as possible. This will be determined at the service management discretion and the decision will be final. If your child does not attend during the final booked day/days, the CCS rebate will not be applied and fee's will be charged at full fees.

Arrival and Departure

Each child must be brought to, and collected from, the service by a parent or parent-nominated adult.

On arrival the parent or carer signs the attendance record (via IPAD) and ensures that appropriate sun protection is provided (sunscreen is available in the foyer).

After a settling in period learning the kindy routine, your child is encouraged to unpack their own bag and place their lunchbox's and water bottle in the appropriate areas.

When collecting children each day, families must sign out using the IPAD. You must notify your child's teacher/educator in writing if you nominate another adult to collect your child – photo ID will be required. Please also inform your child's teacher/educator if any variation in the collection time is necessary

Educators will not release your child to an unauthorized person.



A Learning Community

Kindulili Early Learning operates as a connected learning community. Your child will be able to move freely throughout all of our purposeful spaces during extended periods of play and discovery. With the opportunity to engage with all ages, we see more varied interactions and are able to learn from older children and develop caring responses to younger children—as well as have opportunities to be a role model and leader.

The outdoor play spaces are as important to learning as the indoor spaces. The Australian culture includes a love of, and lots of time in, the great outdoors.

Natural elements like water, sand, dirt, trees, plants and rocks help children feel connected to the Earth and build their own ecological identity. Having respect and care for the natural environment is crucial to help develop citizens that prioritize sustainable choices for all.

Play provides endless possibilities to develop strengths in language, science, numeracy, literacy, problem solving, conflict resolution, curiosity, persistence, courage, reflection, experimentation, compassion, choice, decision, invention, joy, risk, collaboration and partnership – for children, “play” is their “work”.

The children can move freely through the majority of the day, indoors and outdoors. Our real- life sun smart policy supports Queensland children in developing life long strategies about sun safety.

The service checks the UV alert each morning and during the day. Our Teachers and Educators help children recognize the time of day to be mindful of wearing appropriate clothing and reapplying sunscreen.

Children need to develop risk assessment skills during the earliest years of their life, when they have the capacity to bounce back, try again and learn valuable lessons. Your child will almost definitely at some point receive bumps and scrapes, a splinter here or a bruise there. This is a completely normal and essential part of the childhood experience.

Your child will also certainly get dirty, sandy, and quite often wet. Comfortable play clothes are the only appropriate choice for playful learning.

Playful Learning

Children are born curious; they need curious, insightful, and attentive adults who provide rich opportunities to explore their world and to make sense of their community and identity.

Children’s brains absorb and connect ideas and concepts at an astonishing rate.

Children are still developing “habits of thought” or dispositions. This means that children who are supported to be curious, persistent, resilient, empathetic, compassionate, creative, self-reliant, emotionally aware and confident— will build their sense of self and develop habits of thought that reflect this belief.

Children learn these dispositional skills through purposeful, playful experiences and interactions. As an informed community, we need to protect children’s right to their childhood and to honour and value their competence, creativity, and contribution in the here and now. The Council of Australian Governments, and decades of international research and developmental theory; recognises and advocates that young children (birth to 5) learn best through play. To support this educators intentionally build on playful and social interactions to support children’s growing understanding of concepts, to make meaning of their world—and to celebrate a sense of wonder.



The Daily Program

Routine-

Routine is an important part of a child's day, and a way that children begin to feel secure within their day and are able to predict what is going to happen next. Our day at Kindulili is structured in a way for this to happen in a rich and gentle way. We believe in infusing our routine with flexibility which allows for the teachers and educators to respond to spontaneous opportunities and extend upon the curriculum in a way that is relevant, in the moment and continual immersion within the program.

A day at Kindulili will look a little different to commonplace childcare centers, where a combination of structure and free flow is offered. Our environment is set up, transformed and enhanced throughout the day in a way that promotes learning, focused thinking and supports children to tap into their needs, strengths and passions. Prompts are created at certain times of the day to encourage children to become self-aware and take what they need from the day.

Drop off's can be a wonderful opportunity for the children to show their parents around their kindy spaces, and display some of their growing interests. We love seeing parents spending a quiet moment with their child before departing, allowing time to settle into the day, and giving a quick wave and hand tickle at the windows. It is recommended that drop offs are positive, reassured and quick so that hesitant feelings can be left at the door, and children are set up to be confident and involved learners.

Large obstacles and sensory opportunities are set up in a way during the morning for children to begin their day by regulating through their sensorimotor, ease into a day at kindy and begin to reconnect with their peers.

Our rooms offer areas of play and learning that support each child to become active and involved citizens. The children are encouraged to participate collaboratively in everyday Free flowing opportunities which are offered by educators and teachers in specialized areas of the center. Children are invited to engage in learning and development in specifically designed spaces (Clay Studio, Shed, Gardens, Creative Spaces and Outdoor Spaces) for focused engagement throughout their day. Children also have full access of the center grounds and classrooms throughout this time to extend their thinking in a personalized way; painting, drawing, games, construction, dramatic play etc. A flow of the day such as this promotes children to become self-aware, confident in the spaces and able to act on spontaneous ideas and responsible for their own learning.

Our mealtimes are designed in a way for children to be responsible and regulate their needs; meal tables are prepared, children are invited in and able to take their time enjoying their food, friendship, conversation and being part of the centre's community and an independent citizens.

Relaxation is an integral part of development and a time of the day where children have the opportunity to steady and regulate their body and their mind and focus on their wellbeing in a calm and soothing way. Our relaxation times are a time where a space is softened, lights are dimmed, a projector is used to create relaxing optics and soften the mood. Children are guided softly through a variety of relaxation techniques by our teacher to soften their bodies and begin to unwind from the day. Sleep is also a valuable part of development- teachers will discuss with you upon enrolment about your child's sleep needs.



The children will move throughout the indoor and outdoor space, independently and in small groups. Our rooms offer areas of play and learning that support each child to become active and involved citizens. The children are encouraged to participate collaboratively in everyday routines and events, and have opportunities to contribute to decisions, therefore allowing them to learn to live interdependently.

Kindergarten

Kindulili Early Learning operates an Approved Kindergarten Program. Children attending in the year before commencing prep may be eligible for funding to help reduce out of pocket expenses. (For up to 40 weeks of the year, age, attendance, and other criteria applies).

The Kindergarten program is informed by the Early Years Learning Framework — “Belonging, Being, Becoming” —as well as the “Qld Kindergarten Learning Guidelines”. All approved Kindergarten services in Australia operate under one or both of these documents (or other state specific Curriculum).

Our qualified Teachers guide the children through many planned and spontaneous experiences, both indoors and outdoors to support them in their growth and development, according to the five learning outcomes described in both documents.

These learning outcomes are grouped as –

A strong sense of identity

Connected with and contributing to their world

A strong sense of wellbeing

Confident and involved learners

Effective communicators

Children learn best when they are immersed in a nurturing, rich, unhurried, and holistic program that supports the development of children in a way that is relevant and real to life as possible. At Kindulili, we believe that school readiness is indicated by a child’s level of resilience, confidence, development of self-help skills, ability to make friends and ability to communicate effectively. Skills such as these, along with a child’s sense of and strengths in curiosity, kindness, leadership, initiative and emotional intelligence assist children in a smooth transition to ‘big school’ where they will develop and refine their academic skills.



Settling In

Your child starting at an early learning centre can be daunting for each of you, especially if it is their first time away from home. Parents are welcome to stay and play to help your child settle and adjust.

Separation is a part of life and supporting your child, while understanding that anxiety is very normal, will help them learn valuable coping skills that will be useful through many life phases and events.

Even children who have been well settled for some time can occasionally regress and go through periods of upset as they negotiate different developmental stages or external factors.

One of our roles as key people in the life of your child is to help them build resilience and emotional regulation.

Help your child settle by accepting and acknowledging their emotions... "I can see you feel sad but I will be straight back after work." Be honest. A familiar cuddle item from home, and a family photo, might help comfort your child during the day. Let our team know your usual daily routine so that it can be incorporated as much as possible. Familiar routines help children feel safe and secure.

Set a goal for an older child "When I come back, I'd love you to show me where you played" but be sure to follow through. Please avoid treats, bribes or threats. If you are unsure how to respond to your child, please speak to one of our team who will be able to support you at this time.

When you are ready to leave, please just do it quickly -but only after you have said goodbye. Lingering or returning does not help your child in the longer term.

Your child may be upset during their early days when you leave but will settle and begin to participate in the events of the day. You are more than welcome to phone the centre and see how they are doing. All children settle differently, some very quickly while others may take longer.

We understand how difficult it can be for many parents to leave their child, but our caring and responsive team will support and guide your child for as long as your child needs this support.

Sustainability

The service acknowledges the importance of children understanding their connection to, and responsibility for, the environment in which they live. Children have a shared responsibility for the planet, community, and humanity.

We ask that parents support this critical facet of early education by responding thoughtfully to opportunities, and children's exploration of these concepts.

The centre is implementing many environmentally aware initiatives to support children in being respectful of the limited nature of resources and the interconnectedness of people/plants/animal/planet.

Some of these initiatives include –

- Worm Farm
- Containers for change
- Native bees
- Repurposing materials
- Water tanks
- Supporting local charities
- Waste limitation

Parents are strongly encouraged to help model these concepts by providing food in reusable packaging (such as containers) and to avoid the use of throw away packets such as paper bags or cling wrap.



Throughout the year children may explore sustainable concepts including recycling, reusing, reducing power use, water saving, composting, “garden to plate”, only taking what you need, responsible animal care, littering, environmental destruction and so on. These concepts are more easily embedded into daily practice when parents mirror this learning in the home environment.



Parent Participation

The service recognizes the important role played by families in children's early play and learning experiences. There are many ways that families can choose to participate in the service.

Opportunities to attend information sessions, social events and incursions may be offered during the year. Families can also elect to share a special skill or interest with the children in a group session arranged with the teacher/educator. The service recognizes that many families are pressed for time and have other extracurricular commitments. Indirect participation, such as through donating items for the program and reading newsletters/notice boards are also valued and recognized as support and participation.

Participating in service fundraising events is also enormously helpful and supports the service in the provision of supplies and resources for the program.

When in the service, parents must comply with workplace health and safety requirements and also service policies. A copy of the service's policy and procedure folder is located in the foyer. It is the parent's responsibility to read all information provided.

A working bee may be organized throughout the year in order to undertake maintenance and repair tasks. A list of jobs will be published, and we encourage parents to join in – plenty of advance notice will be provided. Your participation in the working bee shares the importance of caring for the environment with your children.

Parents are also invited to spend time during the day participating in the program with their child. You can attend as many times as you like; you are always welcome – your child will also find it very exciting and special to share their day with you. Please speak to the Nominated Supervisor to arrange this.

Parents and visitors must sign our visitors log in the foyer if they intend to stay for longer than the usual drop off allowance of half an hour.

The Early Years Learning Framework recognises that family are children's first and most influential teachers. Your ongoing interest and participation in your child's learning journey is critical to how they ultimately view themselves, their relationships and lifelong learning.

You can be a positive advocate by

- Reading a bedtime story to your child
- Encouraging your child to become independent with dressing themselves
- Giving them opportunities to do things for themselves, such as unpacking their belongings at arrival to kindy
- Attending service social functions as often as possible
- Supporting risky and dirty play as a normal and desirable part of a natural childhood
- Addressing any concerns openly and immediately
- Contributing your, and your child's, views on policy review and surveys as much as possible
- Encouraging your child to apply sunscreen upon arrival
- Talking openly to educators about your expectations and questions
- Occasionally staying for a play
- Reading our philosophy and considering if it matches your own values and beliefs
- Acknowledging your child's emotions
- Occasionally staying for a play
- Receiving art projects as masterpieces even if they are every single day

Modern society is rocket paced and families are usually stretched to limits with time, finances and



resources. We realise that many parents are very busy and often distracted by other commitments. Your child will only be little for a few precious years. When possible, please arrange your day so that arrival and collection is pleasant and unhurried. This makes a tremendous difference to your child's day.

Communication

Relationships in the service community are based on trust, respect and cooperation. Open communication is essential. Parents are encouraged to speak with our teachers about their child's progress, goals for their child; and also, any concerns that they may have. It is also important to keep the teachers informed if circumstances at home change that may have an effect on how your child participates during their day. Any private information is handled discreetly and in confidence. Where discussion is required it is important to make an appointment with our teachers outside of their contact times with the children. This allows our teachers to give you undivided attention and also to organize to have any records regarding your child at hand. We find email to be the easiest most effective way to communicate service information to families and use this majority of the time. We encourage you to regularly check your emails, to keep up to date. We also use the kindy Facebook page to post reminders and other interesting and important information. There is also a notice board in the foyer. There is a suggestion mailbox in the foyer for notes and suggestions from parents – feedback is always welcome.

StoryPark is our online platform where educators can share precious learning moments with families, families can interact with children's learning and children can reflect on their learning onsite and offsite. We share interesting and relevant articles for families to engage with and also use the "community posts" as ways to share information to families in an effective and eco friendly manner.

Parent Concerns

If you have any specific concerns relating to your child, the waiting list, the program, a member of staff, your role at Kindulili Early Learning or the management of the service; please address this directly with our teachers/educators first. They will be able to assist you in addressing your concern or may refer you to the Nominated Supervisor Emily Pettett director@kindulili.com

If your concern is regarding the conduct or role of the Nominated Supervisor, please email service management at kim@peaceofmindfdc.com or janet@peaceofmindfdc.com to arrange an appointment to discuss your concern in person or by telephone.

If you remain unsatisfied with the outcome please, if necessary, the Office of Early Childhood Education and Care on 543336106.

Kindergarten Requirements

- All children will need to bring:
- A named bag or backpack large enough to hold all their personal belongings.
- A named waterproof wet bag for water / mud play
- A named waterproof wet bag for soiled clothes
- Sheet set if your child requires a sleep/rest
- Spare set of seasonal clothing (named)
- A piece of fruit (or veg sticks) for the shared fresh fruit salad



- Morning Tea / Lunch / Afternoon Tea – in a NAMED Lunchbox Please note that insulated lunchboxes need to be unzipped in the fridge to assist in keeping food at correct temperature.
- A named water bottle
- Named shoes

ALL ITEMS MUST BE CLEARLY MARKED WITH YOUR CHILDS NAME.

INCLUDING FOOD CONTAINERS. The kindergarten supports practices that reduce waste. Reusable plastic containers are preferable for morning tea and lunch.

Clothing

Each day your child may....

Work with messy materials such as paint, clay, glue, water, sand and mud – so they will need clothes which are easy to launder and able to withstand wear and tear.

Get dirty! 'Good' as opposed to 'work/play' clothes often have a way of inhibiting children's interactions with the environment so please choose old play clothes that are comfortable and loose fitting with manageable fixtures for age (eg zips and buttons).

Jump, climb, run, dig and swing – so they will need clothes which will neither restrict their activity nor reduce their safety (e.g., slippery shoes, long skirts).

Spend long periods of time outdoors so they will need clothes which are cool, but which will protect them from the sun. Please no singlets in summer.

Sleep. Clothes which are comfortable to rest and sleep in will allow them to rest easily.

Feel independent. Choose clothes that allow for their growing confidence. These include pants that can come off easily for toileting, shoes with easy fastening for small hands and front openings for dresses etc. Clothing should be practical and "play ready" – meaning it doesn't matter if they get dirty. A fear of getting their clothes dirty will interfere with children's participation in the environment and opportunities to discover and learn. Service T-shirts are available for purchase and help promote a sense of belonging and community. They also remove the stress that can be associated with negotiating what to wear each day.

Choosing appropriate clothing is important. Being dressed smartly is not appropriate for a child that will almost certainly be hands on in paint, clay, sand and water.

If your child is sparkling clean at the end of the day, we haven't done our job well!

Childhood is messy, loud, busy, and wet. Make it easy for your child to be their best self all day without having to worry about getting their nice clothes dirty.

Barefooted play is essential to the development of critical muscles, senses and balance. Your child's shoes should be easy for them to put on and take off by themselves. Shoes can be a hazard in outdoor play as bare feet are better able to feel textures and grip surfaces. Early exposure to bare foot play can help reduce podiatry and postural issues in later life. Bare feet are also supported indoors; and children are encouraged to remove their shoes as part of the morning arrival. (Wet and cold weather may vary this routine.)



If your child has difficulty in placing their shoes on the correct feet, it can be helpful to draw a half circle on the sole of each shoe. When the shoes are paired correctly, the halves form a whole circle. A sun smart hat is essential for Queensland children. We encourage children to wear their named kindy hat that is left at the service. We wash these hats every week. Please don't send your child in singlet type tops towards the end of Spring or anytime during Summer.

Lost Property

Property which is accidentally left at the centre may be collected from the lost property basket on the veranda. Please check this regularly to reclaim lost items. After one week, these items will be removed and either used as kindy spare cloths or donated to a local charity.

Personal Treasures

Please do not bring personal items or toys into the service (except for comfort items). Items can become lost or broken causing unnecessary distress.

Healthy Food Choices

The service upholds healthy lifestyle choices including nutritious eating habits.

Each day your child attends, please send along a nutritious Morning Tea, Lunch and Afternoon Tea. Our team will communicate with you if your child requires more food. We often find the children's eating habits do change throughout the year.

We do ask each family to supply a piece of fruit (or vege/salad) each day. We cut this up and offer as a shared fresh fruit salad to the children for morning tea and afternoon tea.

Please send along a water bottle for your child.

The kindergarten is a NUT FREE ZONE. Please do not send nuts, Nutella, peanut butter, nut bars, etc.

Birthdays

Kindulili is starting a new tradition in 2022 where the children will come together to cook with and for the birthday child and then share the delicious creations for afternoon tea. We will be inviting families in, to join the cooking celebration/traditions which will make it that much more special for the child- there will be a community pantry for families to contribute ingredients regularly to help sustain this celebratory experience for each child.

This is also a way that we can coordinate all allergy requirements and try new healthy baking recipes together.

If parents wish to distribute birthday party invitations to some children in the group – please do so discreetly and directly to educators.

Illness and Injury

Please keep your child at home if they are unwell. A brief absence will help minimize cross infection and will support your child in recovering more quickly.

Children with contagious illnesses will not be admitted to the service. Parents must contact the service to report any contagious illness such as chicken pox, measles, mumps and whooping cough. A list of excludable diseases is included in our service policy.

In the event your child becomes ill while at the service, you will be contacted. It is important that your contact details remain current at all times. If you are not available, another contact on your authorized list will be called. Should no authorized contacts be available, the teacher/educator and Nominated



Supervisor will decide on what steps are necessary to ensure the wellbeing of your child and the other people present in the service.

You will be contacted as soon as practicable following an injury or incident relating to your child. An incident form will be completed, and you will be required to sign this upon collection of your child.

Policies in Brief

Medication

Any medication your child requires must be provided in its original container bearing a pharmacist label with your child's name and dosage instructions. Medication is stored out of reach of children. A medication form will need to be completed by the parent and teacher/educator if medication is necessary during the day.

Educators are not permitted to give non prescribed medication, including herbal remedies, (excluding Paracetamol) to any child.

Paracetamol

As part of your enrolment you will have signed an authority for educators to administer a single dose of Paracetamol to your child in the event of a high temperature, over 37.5. A single dose may be admitted in cases of a sudden high fever. Parents will be contacted and requested to collect their child.

Asthma/Ongoing Medication

All asthma and ongoing medication (for a diagnosed noncontagious condition) will be administered in strict accordance with the medications label and instructions. The child's name, dosage, frequency, and date of issue must be clearly visible on the original label. A management plan prescribed by the child's doctor must be provided and updated yearly; or whenever the dosage requirement changes. A puffer must be used with a spacer for children with asthma.

Anaphylaxis

A child known to be at risk for an anaphylactic reaction must come to the service with their prescribed EpiPen or Anapen. A management plan by the child's doctor must be provided and reviewed every six months, or as stated by your Dr.

Immunisation

You are required to provide documentation regarding your child's immunisation with your enrolment form. Non immunised children are accepted. In the event of a breakout of a communicable disease – non immunised children must be kept at home until otherwise advised. Please update these records at the service when your child receives additional immunisations with enrolled.

From 1st January 2016 the Australian Governments – No Jab No Pay rule will apply.

Smoking

The service, both inside and outside, is a strictly non-smoking environment.



Sun Safety

All children and educators are required to wear hats when outdoors. Each child must have their own clearly marked hat. We ask that parents encourage their child to apply sunscreen as part of their daily morning kindy routine. Parents of children with very sensitive skin, an allergy to sunscreen, or beliefs requiring other sun safety measures; should speak with our teachers.

Teachers/educators will re-apply sunscreen to the children throughout the day, as required.

Sleep / rest

In the interests of the health and wellbeing of each child, as part of the daily routine, adequate sleep / restful / down time will be provided, depending on the needs of the children. Appropriate and individual bedding will be provided by the parents.

Educators will communicate with families about the children's ongoing needs for sleep / rest / down time and will cater for these. They will determine, according to the needs of the children and the circumstances of the day, how much sleep/rest/down time is required on a daily basis.

Supervision of Children and Siblings

When parents or guardians are present at the service it is their responsibility to supervise their own child and any other children, they bring with them, such as siblings, or other children in their care.

Work Experience and Tertiary Student Placements

The service recognizes the importance of practical placements for the long-term training of educators and the health of the early education workforce. Students are fully supervised by service teachers and educators. Acceptance of placement will be at the Nominated Supervisors discretion and will depend upon the needs of the children present during the placement.

Excursions and Incursions

Parents will be notified in advance of any planned outings and prior written consent will be required. Parent volunteers, for additional supervision, may be necessary for excursions to be safely conducted. A lack of additional volunteers may result in the excursion to be cancelled. Any special requirements, such as clothing, will be detailed on the permission notice.

Incursions (visitors to the service) are arranged throughout the year. Such visitors or activities enrich the program experience and heighten children's understanding of their community and the world around them. Visits might include community services such as police or fire brigade, artistic performances or educational experiences or science events.

Families are required to pay a contribution towards these incursions. You will be invoiced for these at the time of enrolment or re-enrolment. The cost of this is \$30.



Evacuation Drills

Evacuation drills are carried out in accordance to national regulations. Evacuation plans are displayed near exit points throughout the premises.

Emergency Procedures in the event of continuous heavy rain

In the event of continuous heavy rain management of the service will make the decision to close the service for as long as required, to ensure the safety of the children, families, and educators. Due to the location of the service and prior experience in these circumstances, we do know that the road way on the corner of Mackie Rd and Ryder Crt does flood and access to and from the service can be cut off for periods of time. Additionally, several other local roads are prone to flooding during these periods, making access around Narangba, and possibly to/from children's homes, dangerous or impassable.

If the decision to close the service occurs during operating hours with children in attendance, the Nominated Supervisor or management will begin the process of contacting all families advising that their child will need to be collected immediately. Contact will be made via phone. Families will need to treat this as a matter of urgency and act immediately.

If the decision to close the service occurs outside of normal operating hours the Nominated supervisor, educators or management will contact all families whose children would normally be attending the service that day. This contact will be made via text message, email and a post on our Facebook page. A sign will also be posted on our front door. The service will keep families informed of the closure, if it looks likely it will be for more than one day.

Code of Conduct

The service teachers, educators and management work within an ethical framework and will act at all times:

With diligence and in a professional and courteous manner

For the best interests of the child

In partnership with families and shared goals

With a commitment to quality

With respect for diversity – without bias or discrimination

In accordance to all state and national legislation and service policy

In consideration of the wellbeing of family, community and environment

Without harassment or abuse of any kind

Health and Hygiene

The service observes recognised health and hygiene practices that serve to limit the likelihood of contamination or cross infection. Children are encouraged to wash their hands during the day, as per service policy. This practice is enforced at appropriate times throughout the day. Please refer to the service Policy and Procedures for further detailed information.