



★ People Power Kids
Family Day Care
Parent Handbook

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Welcome

We welcome you to People Power Kids, our services offers home-based early childhood education and care within the family day care program. The family day care program is regulated under the Education and Care Services National Law (QLD) Act 2011 and Education and Care Services National Regulations 2011. The Approved Provider of our Service is People Power Services (PPS)..

The principal purpose of PPS is the benevolent relief of suffering, distress, misfortune, helplessness and disadvantage experienced by refugees and other vulnerable members of migrant communities. We aim to support the provision of quality child care which will see children grow in confidence and develop into active citizen

We know it takes a village to raise the child and by supporting this endeavour we have the opportunity to support our community to grow, and to enhance and empower children to sustain their cultural identity, build their self -esteem and learn and grow as citizens of Australia

To enrol with our Service Parents will first [apply to Centrelink](#) for eligibility for Child Care Subsidy (CCS). Once eligibility is established parents are required to complete an enrolment process with the Service and selection an educator to provide the education and care.

To enrol parents will require some specific documentation and information to complete the enrolment process..

1. Information about the child - date of birth, immunisation and CRN
2. Medical conditions or other aspects the Service needs to know about your child.
3. Consider the hours of care required.

"Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture."

— Loris Malaguzzi (from the catalogue of the exhibit 'The Hundred Languages of Children')

About Family Day Care

Family day care is a unique, home-based childcare service providing quality care for children in the homes of experienced approved family day care educators, supported by our team at the People Power Kids Family Day Care Service. Our Educators have been carefully selected and monitored and supervised to ensure they offer a safe, nurturing and secure environment that meets the needs of children.

Educators are able to care for a maximum of 4 children under school age or 7 children in total including school age children (less than 12 years of age) including their own children

Children aged between the age of 6 weeks and 12 years are nurtured in a small group setting and through the educator's individualised programming are encouraged to further develop their skills and knowledge. Educators are self-employed and determine what hours they work and who they take on as clients

Educational Program and Practice

Our educational program is informed and underpinned by the Early Years Learning Framework for under school age children and My Time Our Place framework for school age care children. The basis for all planning for children is their interests. This means parents need to work in partnership with educators to ensure they are well informed and have are sharing their child's interests, strengths and abilities.

Educators must display information about the contents and operations of the educational program in a place that is accessible to parents. Educators will provide parents with information about the content and operation of the program in relation to their child - information about their child's participation in the program and copies of documentation kept on the assessments of the learning for their child

Educators will produce and maintain an individual portfolio of learning for each preschool child. Within this portfolio, the following will be captured

1. observations of interest about the child and current and emerging skills and knowledge,
2. photos of children engaged in play and learning
3. artwork the child has produced
4. children's learning stories or jottings which have captured their learning and development
5. children's/families' input



Interviewing an Educator

Often the interview will take place after hours so that the educator is not preoccupied with the supervision of children in their care. It will be essential to come prepared for the interview, so you get the most out of the process. Consider what you want to know about the care and education the educator offers, who resides at the home and what involved they might have with your child. Some other things to discuss include the excursion your child might be involved in on a regular basis and any frequent visitors to the home while your child is present.

To assist your child's transition to settling into the care environment consider if what would assist your child e.g. Do they have a special toy and are there routines which would assist the child to settle well. Discuss the routines around eating and sleeping or rest.

Discuss aspects such as:

1. How will the educator communicate the child's participation in the daily program being offered?
2. How will the educator share the child's learning and development?
3. What is the child interested in and how might this connect to their learning and development?
4. If the child has any dietary issues or medical conditions this should be shared at this interview.
5. Ask the educator what they will do to support your child to settle into the care arrangement?

Remember it will take a few weeks for the child to settle, there are some things which support children in this process. The orientation or lead in time between when the child first meets the educator and number of interactions they have before the child is left for long periods. You might consider spending some time with the child at the educator's home for a hour a few times then try leaving the child for an hour and coming back, extending this period to a few hours. These strategies are a great way to support children's transition if you have the time. We understand this is not always possible.

You know your child best, if you do not notice them settle after three weeks, then discuss this with the educator or call the office, we are here to support you and your child.

Once you decide on an educator, our staff will check in with them to see how your child has settled within 1 month and will provide feedback to you. The connection between you and the Service staff is important as we support the educator, your child and you in the provision of quality childcare..

Enrolment

The Service will negotiate with the families about the location of enrolment, this can occur by appointment and at our office or at their home.

The Service will ensure::

1. The enrolment process commences with a discussion between parents and a coordinator
2. Explains all enrolment procedures to parents as required and identify their individual care requirements

The needs of each child will be sensitively identified by the Service in consultation with the parent. The parent will be encouraged to make known to the Service any additional needs, assistance, or consideration that should be given to the child, to ensure recommendation of the most appropriate family day care.

We will provide parents with the name and contact details of an educator who may be able to meet that family's needs.. Where possible, a choice of educators will be offered. In some circumstances, the family will make initial contact with an educator and a home visit may occur before enrolling



Payment of Fees

The Service processes attendance records fortnightly, fees are paid in advance . All parents will be provided with a fee schedule outlining the hourly rate and/or sessional fee which applies to the care the parent is booking for their child

All parents will be charged a fee for the care of their child. They must pay this fee fortnightly or risk their enrolment being cancelled. Child Care Subsidy will apply to eligible parents but will not cover the total cost of care.

Where fees are outstanding a Debt Collection Company will be engaged to recover the fees. We encourage families to discuss any financial difficulties they are experiencing early so this is addressed and a plan is developed.

Written Complying Arrangement

Our Service will enter into an agreement with the individual (parent) on the planned arrangements for the care of their child. The agreement through which families can receive Child Care Subsidy is called a Complying Written Arrangement.

A Complying Written Arrangement (CWA) is an agreement to provide care in return for fees. Complying Written Arrangements must have specific information (as set out in Table 5 of the Child Care Handbook for Providers).. Specifically the booked days and hours/sessions and agreed cost of care for their child..

Before care can occur the parent will need to go to their MyGov account and agree to the care arrangement



Relative Care

Relative Care Section 47 of the Minister's Rules states that within each Child Care Subsidy fortnight, the Family Day Care educator must make sure that less than 50% of children in care are related to them and that more than 50% of children in care are not related to them. (there is also further information found on a fact sheet found at <https://www.education.gov.au/childcare-FAQ>)

Educator will after each enrolment of a child who will attend their residence for the provision of childcare will sign the Relative Care Declaration where they will highlight if the child is a relative - that is a niece, nephew, grandchildren or grand grandchild. This does not include grand nieces and nephews or second cousins

The Service will also ask parents if they are related to the educator. Where a child is related the Service will each fortnight check the ratio of relatives being provided with care before processes the attendance records. If the percentage is over 50% the Service will address this with the Educator and determine which children will not have their attendance records submitted.

Authorisations

Parent will be asked to provide authorisation at enrolment for the following circumstances:

1. Authorisation to seek medical attention for their child
2. Authorisation for emergency contacts or nominated authorised persons to authorise their child to leave the educators residence on excursions (routine or non-routine)
3. Authorisation for a named authorised person to collect their child from the educator's residence or in case of emergencies able to act on the parents behalf.

Excursions and Transportation of Children

Routine and Non-Routine excursions are integral to children's learning and in many cases the family day care educators are better positioned to incorporate excursions into the educational program rather than centre based services. Excursions can enhance children's learning by providing hands-on experiences to build on their knowledge and experience and embed learning. For many families, excursions are one of the primary attractions to family day care as the child, whilst in care, can experience local communities and everyday socialisation. Parents will

1. Provide written authorisation every 12 months (minimum) for the educator to take your child on regular outings (alternate care may be required if you do not agree)
2. Provide written authorisation for your child to attend any planned excursion.
3. Sight copies of Risk Assessment prior to authorising your child to attend an excursion or regular outing to ensure you understand the risks (if any) prior to agreeing to children leaving the residence
4. Follow the directions of the educator if attending a regular outing or excursion report any incidents immediately to person in charge of excursion
5. Find alternative care if your child cannot attend a planned excursion

Other Authorisations and Refusals

Educators and families working together can bring challenges, for educators to be able to care and educate your child they need to be fully informed of your child's needs and what you authorise the educator to do in particular circumstances such as if your child requires medication or you may not want your child to attend an excursion, or there are only one or two people you want collecting your child from care on your behalf.

The same way you are able to authorise the educator for particular practices the service is obligated to require you as the family accept the service and the educator are obligated under the law, for example educators are not permitted to treat your child in any manner that place their wellbeing at risk, that includes yelling, grabbing or making them feel bad. Authorisations play a vital role in guiding service delivery and set guidelines, behaviours and expectations for both families and the service.



Medical Conditions

Food allergies, asthma and anaphylaxis are amongst many medical conditions children are diagnosed with. But medical needs and conditions come with a range of diagnoses and a range of requirements.

Medical conditions can and do contribute to the quality of life for children and their families with the need for special consideration and management of some diagnoses such as asthma, anaphylaxis or diabetes requiring an ongoing Medical Management Plan (MMP). Medical management plans may be in place for either a short time or long term whilst the child receives treatment; others require regular modifications and changes. If your child has or is diagnosed with a medical condition you are required to:

1. Ensure documentation/authorisations are completed and signed
2. Engage with your child's educator daily to discuss your child's health and wellbeing
3. Ensure any changes to your child's medical management plan is communicated promptly to the educator or Service
4. Contribute to the development of risk and communication plans to ensure your child is cared for
5. Collaborate with the educator to implement risk minimisation strategies in accordance with child's Medical Management Plans
6. Provide medication directly to educator (do not leave in child's bag), ensure child's medication is present with the child at ALL times

Nutrition - food and beverages

Children develop at a rapid rate, their physical and psychological well-being is dependent on a number of important factors, nutrition and diet is one of those factors. Nutrition has a direct impact on the overall development of the body and is vital for muscle, bone, immunity and psychological development. Communities and families vary greatly in their views and practices in relation to food, diet and nutrition. Communities working together to better understand food and its nutritional impact, cultural differences, individual preferences and early childhood development leads to children experiencing quality nutritional practices and an educational program that meet their individual physical, nutritional and cultural needs. You are required to:

1. Provide your infant with prepared daily requirement of formula or breast milk, provide an extra prepared bottle of formula or labelled breast milk as an emergency supply (family late collecting, bottle dropped or contaminated, child particularly hungry) •
2. Notify the Service if you feel your child's daily nutritional needs are not being met
3. Provide healthy snacks and meals in children's lunch box in consultation with educator (if required to do so)
4. Avoid eggs and nuts or any other suggested foods in accordance with the Service's risk management plan if providing child's lunch box
5. Inform your educator of your child's food preferences and eating methods (ie - use hands to eat)
6. Share menu ideas with your educator to include your family's tastes, perspectives and practices



Grievances and Complaints

People, working together bring a range of benefits, celebrations, challenges and sometimes, disappointments. Not everyone sees situations the same and can or may feel they have been mistreated or treated unfairly. Most cases can be resolved through a willingness to work together backed with honest communication.

In some cases, the parties involved may need tools and/or assistance to resolve complaints and grievances. Grievance: two or more parties are unable or unwilling to come to a conclusion. Complaint: (written or verbal) that something is unacceptable, children's health, safety and/or wellbeing may be at risk, or you did not get what you agreed to

You may find that there are times and/or incidents where you need to complain either about someone, or something. In the interest of children's health and safety, If you have any concerns raise this by contacting the Office and discussing your grievance with the Nominated Supervisor.

Sleep Practices

Sleep and rest is vital to children's overall health and wellbeing. And like all other areas and activities children engage in, the sleep environment is no different and needs to be maintained in a clean, hygienic and safe manner at all times that can be fully supervised whilst children are sleeping.

The Service and our educators have an obligation to protect children by taking every precaution to remove and or manage risks in a sleep environment. As a parent you will have your own preferences of how your child sleeps and this will be taken into consideration when negotiating individual care arrangements. However, the Service and all our educators will not engage in unsafe sleeping arrangements. You need to be aware the educator and Service are obligated to provide safe sleeping practices and will assist you in this understanding if your requests fall outside of safe sleeping.

We use the safe sleep practices recommendation from Red Nose. This reduces the likelihood of Sudden Infant Deaths.

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