



Regand Park

Nourishing • Respectful • Partnerships



Regand Park Early Childhood Education Centre

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Locally owned and operated by Justine and Karl Richards



Providing excellent individualised Early Childhood programs that nourish respectful partnerships



Nourishing • Respectful • Partnerships

Our
Staff



The
Family

The
Child

About our Logo

The Triangle shape reflects the partnerships we create with each and every family here at Regand Park.

On the left we have our staff. Qualified, experienced and dedicated Educators who take pride in educating and caring for your precious child.

On the right we have you, the family. You give us an incredible amount of insight into your child's individual likes, dislikes, strengths, weaknesses and temperaments.

The poem below sums up perfectly how we work together, in partnership, to ensure the best possible outcome for each and every child here at Regand Park.

Unity

I dreamed I stood in a studio
And saw two sculptors there,
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher, the tools used
Were play, books, music and art,
One was a parent with a guiding hand
And a gentle, loving heart.

Day after day the teacher toiled
With touch that was loving and sure,
While the parent laboured by the teacher's side
And polished and smoothed it over.

And when at last their task was done
They were proud of what they had wrought
For the things they had moulded into the child
Could neither be sold or bought.

And each agreed they would have failed
If they had of worked alone,
Cause behind the parent stood Regand Park
And behind the teacher, the home.

Anonymous



Welcome to Regand Park Early Childhood Education Centre



Inspired by memories of our own childhood, we wanted to provide a natural, educational environment which is nurturing and one which will foster individual growth and success for every child who attends.

We wanted an environment that is a sanctuary for children. A warm, welcoming and a fun place to be. An environment where children can take pleasure in investigating the natural world. Through a play based curriculum, learning and development is encouraged through exploration of open ended materials in a supportive and unhurried setting.

By creating Regand Park Early Childhood Education Centre (ECEC), we have created a service where children can learn and grow to their full potential. Where children will look back on their own childhood memories and delight in the wonder and amazement of the world in which we live.

We welcome you and your family to Regand Park ECEC and look forward to getting to know you and your family.

Justine and Karl Richards



Service Overview:

Regand Park Early Childhood Education Centre (ECEC) is a locally owned and operated service which provides excellent individualised early childhood preschool and long day care programs for children aged between six (6) weeks and six (6) years of age. Regand Park ECEC operates from 7.30am to 6.00pm, Monday to Friday for 50 weeks a year. The centre is closed on National Public Holidays and for two weeks over the Christmas/New Year period.

Mission Statement:

By December 2029, our Mission is: To have a loyal team of highly skilled and qualified early childhood professional who consistently implement nourishing, respectful partnerships; and To maintain the future success and viability of our service by being rated as 'Exceeding the NQS' and then applying for an 'Excellent' rating.

Broad Strategic Objectives for 2024 - 2029:

- 1. Nourishing:** We encompass a holistic approach to truly nourish one's mind, body and spirit. We provide a healthy, nutritious and clean lifestyle in a well maintained, hygienic and purposeful physical environment. We foster a nourishing community that enhances the social and emotional wellbeing of our children, families, educators, teachers and staff.
- 2. Respectful:** As a service we are respectful to our environment by implementing and educating children and families on sustainable practices to ensure that we build connections with the land and its traditional owners, and we instil a lifelong passion for the care of our planet. We actively build relationships, foster respect and provide opportunities for reconciliation in our classrooms, throughout the service and within the wider community through our Reconciliation Action Plan (RAP). We foster respectful relationships by celebrating individuals' strengths and passions as well as diversity within our community and create and implement inclusive strategies through our Strategic Inclusion Plan (SIP).
- 3. Partnership:** We build reciprocal partnerships with children, families, educators, teachers, staff and our wider community. We respect that children have a voice and are competent, capable and resourceful learners who can engage in 'real things' and promote change by raising awareness of social equity and world issues. We recognise the valuable knowledge families have about their children and support them in this role by involving them meaningfully in the service. As educators, teachers and staff we engage in professional development and believe in continuous improvement. We strengthen partnerships within our local community and country and believe this directly links to one's ability to feel a sense of belonging and ongoing pride in where they live.
- 4. Future Growth and Development:** We plan for the future success and viability of an excellent early childhood education and care service by developing, implementing and reviewing Strategic Plans (SP) and Quality Improvement Plans (QIP), which incorporate input from all stakeholders to ensure our service is inclusive, supportive and sustainable. We reflect on our practice through a thorough self-assessment process and continuously look for ways to be more effective and efficient whilst remaining price competitive for families. We engage in events, networking and promote our service within our community and the wider early childhood profession and advocate the importance of early childhood education.

Nourishing



We encompass a holistic approach to truly nourish one's mind, body and spirit.. We provide a healthy, nutritious and clean lifestyle in a well maintained, hygienic and purposeful physical environment. We foster a nourishing community that enhances the social and emotional wellbeing of our children, families, educators and staff.

Respectful



As a service we are respectful to our environment by implementing and educating children and families on sustainable practices to ensure that we build connections with the land and traditional owners, and we instil a lifelong passion for the care of our planet. We actively build relationships, foster respect and provide opportunities for reconciliation in our classrooms, throughout the service and within the wider community.

Partnerships



We build reciprocal partnerships with children, families, educators, staff and our wider community. We respect that children have a voice and are competent, capable and resourceful learners who can engage in 'real things' and promote change by raising awareness of social equity and world issues. We recognise the valuable knowledge families have about their children and support them in this role by involving them meaningfully in the service. As educators we engage in professional development and advocate for the Early Childhood profession. We strengthen partnerships within our local community and country, and believe this directly links to one's ability to feel a sense of belonging and ongoing pride in where they live.



Statement of Philosophy

In relation to children:

1. We believe all children are unique individuals who need opportunities to extend on their individual strengths, needs, ideas, culture, abilities, interests and growing sense of agency. We believe all children, regardless of their age, gender/transgender, background, religion, culture or abilities should be able to participate in all aspects of the curriculum and engage in dispositions of learning such as curiosity, trial and error, and persistence.

2. We believe all children should feel welcome, wanted, loved and valued in a safe, nourishing and comfortable environment. A sense of belonging develops through nourishing, secure, respectful and reciprocal partnerships with Teachers/Educators and their peers. We greet children by name, display their individual and family photos, model positive social interactions and engage with the children, not just supervise them. We ensure each child's health and wellbeing are paramount by formulating and adhering to a range of health and safety policies and procedures, including promoting healthy eating practices based on whole foods and eliminating many additives and preservatives from our menu.

3. We believe children learn through their senses when engaged in hands-on play-based experiences in environments that provide stimulating, practical and exciting experiences using resources that are open-ended, educational, natural, recycled and fun. We engage children in opportunities to investigate the natural world, participate in sustainable practices and engage with loose parts to promote creativity and imagination. We also engage children in adventurous risk play allowing them to challenge themselves, follow their gut instincts and become good decision makers in the future. We understand children engage in different play schemas throughout their exploration.

We believe all children are competent and capable and have the right to become successful, confident learners. We value and [respect their thoughts, ideas and ability to make decisions](#) and value children's voices. We involve them in 'real' tasks; display their artwork in meaningful ways; give them opportunities for expressive language through 'talk times', news and responding to their gestures; and provide them with opportunities to document their own learning and actively reflect on this learning.

We believe every child should be able to enjoy being a child. We schedule long periods of uninterrupted time to truly live in the moment, explore the environment, revisit investigations, extend their learning and engage in experiences that are unique to them.





In relation to families:

6. We develop respectful, reciprocal partnerships with families that enable the exchange of effective communication about their child's interests, strengths and needs as well as their personal preferences and ideas on care giving strategies, educational pursuits, policies and procedures. We understand parents want to know how their children are developing for their age and how their children cope in an early childhood service. Families are approached by name and given specific feedback, more than the traditional "They had a good day".

7. We believe all families, regardless of their structure, background, religion, culture or abilities should feel welcomed, respected and valued for the integral and pivotal role they play as their child's first teacher. We believe families provide us with valuable knowledge about their children and need educators who understand and support the complexities of being a parent. We support families to access other agencies in our community when needed, provide tips on parenting in our newsletter, give out baby bags on the birth of a newborn and provide a parent resource library they can access.

8. We educate families on our educational program, The Early Years Learning Framework (EYLF) and the National Quality Standards (NQS) through Information Nights, session journals, conversations, observations, social media and printed media such as newsletters, photos, and take-home items. We hope families feel they belong, are involved, understand how we program for their children's emerging skills and milestones (becoming), and recognise the importance of allowing children opportunities to 'be'.

9. We have an Open Doors Policy that welcomes families at any time to participate as they feel comfortable. We believe this inclusive practice promotes a sense of comfort, allowing them to see, first-hand, our daily practice. We invite families to special events throughout the year. Educators work collaboratively to provide opportunities for siblings, cousins and friends to visit one another during their day.

10. We engage in shared decision making with families and where possible incorporate their ideas to create partnerships so the service becomes an extension of their family. As part of our critical reflection and ongoing learning practice, families are encouraged to speak to Teachers/Educators in their child's class directly, contact our Director, arrange a meeting or place a note in the fees box with questions or concerns. We also seek out children's contribution through open communication of their current interests/ ideas daily and conduct family meetings and surveys to gain valuable feedback for our program and continuous improvement.



In relation to educators and staff:

11. We believe qualified Teachers/Educators and higher staff to child ratios significantly contribute to a high quality educational service. Therefore, we employ more Teachers/Educators with higher qualifications than required by the Regulations.

12. We believe in a diverse environment where all Teachers/Educators/Staff, regardless of their age, gender/transgender, background, religion, culture, abilities, experience, or qualifications should feel welcomed, respected, valued, and appreciated as part of our team. Teachers/Educators/Staff are encouraged to express their thoughts and ideas, knowing these will be listened to and seriously considered. We utilise succession planning and implement Distributed Leadership to recognise and utilise individual's strengths and knowledge. This includes acknowledging the important role our Administrative and Leadership team play in ensuring our service operates effectively.

13. New Teachers/Educators/Staff, or those returning from long periods of leave, participate in a thorough induction process. All are given support and assistance during their employment, including a review in their first three (3) months. All are trained in our policies and procedures and are involved in reviews to ensure a consistent approach in the service program and delivery. Reviews may be a result of research, stakeholder input or changes in governing frameworks such as the Law, Regulations, EYLF 2.0 or NQS. Management consistently reviews procedures, practices and positions to ensure Teachers/Educators/Staff are content and best suited in their role in order to maintain a familiar, reliable team and minimise staff turnover.

14. A professional and caring team approach is fostered supporting distributed leadership among Teachers/Educators/Staff to formulate professional goals and be involved in developing service goals for our Quality Improvement Plan (QIP). Teachers/Educators/Staff are supported if studying and are also provided with regular professional development based on their goals. This engages all Teachers/Educators/Staff in a process of critical reflection and continuous improvement as they learn new skills, gain ideas, access networks within the community and discuss findings with colleagues, before reviewing our policies and procedures or implementing into the curriculum. We also subscribe to journal publications for all to read and reflect upon and our Administrative and Leadership team pose regular provocations to encourage critical thought and analysis on a range of topics relating to early childhood in our Centre Reflective Journal.

15. We provide Teachers/Educators/Staff with a fun, positive, supportive and flexible work and learning environment, which fosters motivation and commitment to a strong work ethic and a “*want to*” come to work attitude. As children learn through modelling significant others, having happy and positive educators/staff directly impacts on better outcomes for children. As part of our commitment to high quality programs based on researched ‘best practice’ and to encourage a culture of life-long learning, we provide scheduled Programming, Reflective and Administrative Time to all our team so they can complete observations; develop educational programs and menus; share ideas, teaching practices and goals; engage in professional development and critically evaluate ourselves, our service policies and procedures, our educational programs and menus.





In relation to curriculum and educational program:

16. We provide excellent individualised early childhood and preschool programs that nourish respectful partnerships through a play-based curriculum. Documentation includes individual and group observations, session threads, samples of children's work, voice and video recordings, and take-home pages/bags. All allow children to have ownership of their learning and make connections between home, the service and the wider community. Teachers/Educators assess each child's ongoing learning and development against the five learning outcomes of the EYLF 2.0 by completing summative assessments **of** children's learning; formative assessments **for** children's learning; and shared assessments **as** children learn with their peers. These are recorded in a word document as session threads and observations or may be presented to families through displays in the service or take home items.

17. We plan experiences that are meaningful, interesting and educational. These are based on Teacher's/Educator's observations and knowledge of developmental norms and milestones, children's and parent's ideas, individual specialised programs from other agencies/professionals, and linking in with our local community. They acknowledge children's agency; provide practical, open-ended opportunities for children to thrive; and foster their love of learning, curiosity and wonder by using the children's interests, ideas and own knowledge to guide our play concepts. We also value spontaneous learning and modify the routine or curriculum to continue a spontaneous learning opportunity if children are actively engaged.

18. We allow Teachers/Educators to have ownership over the service's curriculum, guide each other and liaise with our Educational Leaders to foster a professional and united team, dedicated to creating a relevant educational program for **every** child. Teachers/Educators/Staff participate in 'Focus Groups' to ensure sustainable practices, creative and inclusive experiences and meaningful links with our community are embedded into our service. These groups allow Teachers/Educators/Staff to work with other team members and take turns in leadership.

19. Teachers/Educators use an inclusive anti-bias approach to ensure programs cover all abilities and learning styles. We continuously reflect on our practice; incorporate visuals, sign and key words in home languages; and use intentional teaching to educate children on social equity and global empathy. We nurture children's mind, body and spirit by embedding the iKiFit Safe Respectful Learners (SRL), Phoenix Cups, Yoga programs and actively involve children in growing their own food and assisting in the preparation of meals.

20. Teachers/Educators are given released 'Set Up Time' to set up purposeful experiences and learning areas to enhance children's interests, extend milestone development, engage children in the learning focus of our Class Aims or extend on our play concepts. Our inviting indoor and outdoor learning environments are viewed as the "third teacher", deliberately arranged to enhance independent learning, exploration and skill development across all developmental areas. A range of open-ended, varied, natural, recycled and manmade equipment and loose parts are utilised. Our outdoor program is 'unique to the outdoors' allowing children to explore and investigate natural elements such as water, sand, mud, fire, weather, fauna and flora.

In relation to wider community:

21. Our Teachers/Educators/Staff are qualified Early Childhood Professionals and actively promote the important role they play in shaping children's futures and supporting families both within the service and within the wider community. They advocate the need for children to have a childhood, the importance of play and the lifelong positive effects of quality early childhood education.

22. We are actively involved in our wider community via regular outings, excursions, centre experiences and family/social events to foster partnerships. From this, children learn care and empathy for others, explore the natural world, develop a sense of belonging and community spirit and are encouraged to voice concerns in matters that affect them (e.g. voting on playgrounds, writing to council).

23. Teachers/Educators use the community as a teaching tool to promote respect for diversity, inclusion and being responsive to cultures, we incorporate events into our curriculum. We celebrate gazetted days (e.g. Harmony Day, Sustainability activities), participate in community events (e.g. our local Show, Waste to Art, and sponsoring the Rhinos and Tigers at the Zoo) and encourage donations of resources and time from community members and local businesses.

24. We respectfully acknowledge the traditional owners, the Tubbagah people of the Wiradjuri nation in our daily acknowledgement to country. We incorporate aspects of Indigenous culture respectfully and implement goals from our Reconciliation Action Plan.

25. We promote our service in the community and assist others in Early Childhood by welcoming students on practicums and study tours; being a member of the Dubbo Business Chamber; and networking with other services, organisations and Schools.

Sources: ACECQA, *Guide to the National Quality Standard*; *The Early Years Learning Framework for Australia 2.0*; *The Educators Guide to the Early Years Learning Framework for Australia*; *The Education and Care Services National Law Act and Regulations 2010*.

© Re-

gand Park ECEC Dubbo January 2024



Please wash hands!

These wash basins are located in our foyer.

Please ensure you wash your and your child's hands upon entering the service to help us minimize the number of germs that are brought into the environment.

Fees: Here at Regand Park ECEC we offer full day sessions only.

Our daily fees: \$147.00 for Infants & Babies Rooms (0-2 years)

\$142.00 for Toddlers (2-3 year olds) and

\$132.00 for Junior & Senior Preschool (3-5 year olds)

Fees may vary from time to time.



As a truly fuss free service, this daily fee includes:

- your child's education, care and tuition fee,
- nutritious meals and drinks: morning/afternoon tea and a two course lunch,
- linen, and
- nappies and wipes.

All you need to bring is a few sets of spare clothes, a water bottle, nappy cream or powder (please no nut based cream products), any milk/formula bottles, dummies and/or a special rest time comforter, like a blanket or teddy, your child may need if enrolling in our Infants, Babies or Toddler rooms.

Please note: toys from home are not permitted at Regand Park ECEC as these cause arguments between children and may get lost or broken.

As we are an approved Early Childhood Service, families at Regand Park ECEC are entitled to lodge a claim for Child Care Subsidy (CCS) to assist with the payment of your child's fees. Please contact Centrelink on 136 150 or login to your myGov account to have your gross family income assessed for claiming CCS. Centrelink will then determine your percentage (%) of the current subsidy and number of hours approved for payment you are entitled to. Once you have been assessed for CCS, your child's Care Agreement with Regand Park ECEC will need to be confirmed in your myGov account in order for your subsidy to be paid to our service. If your child is enrolled and starts care before a claim is made, and the claim is delayed, the individual will not be eligible for CCS for any sessions of care that occurred more than 28 days before. We calculate a reduced fee for our families based on the information provided by you and the Child Care Subsidy System (CCSS). We encourage all families to register, lodge a claim for CCS and complete assessments prior to commencing care. Once a family has a CCS percentage and approved hours, we can provide you with a quote for the care you require.

Other fees and levies include:

- A one off Administration Fee of \$20 per family. This fee is to be paid upon returning your waiting list application and covers the cost of processing your application for enrolment. Please Note: We only fill vacancies from our Waiting list.
- A Holding Bond of two weeks at full fees, is payable in advance upon enrolment. This acts as a security deposit for your child's position and rolls over each year your child attends. Upon leaving the service, Holding Bonds are refunded when CCS payments have been finalised by the CCSS, providing you provide a FULL two (2) weeks notice in writing and your account is up to date.
- A hat payment of \$15.00 per child.
- A sunscreen payment of \$15.00 per child for an individual roll on sunscreen. Should you wish to supply your own due to personal preference or allergies, please supply an individual roll-on for each child attending the service.
- An Access Fee of \$15 to access an online developmental portfolio of your child.



Attendance Sessions:

Here at Regand Park ECEC we offer positions in the following sessions:

5 days – Monday to Friday
4 days – Monday, Tuesday, Thursday and Friday
3 days – Monday, Tuesday and Wednesday OR Wednesday, Thursday and Friday
2 days – Monday and Tuesday OR Thursday and Friday
1 day – Wednesday only
Please Note: If families decide to drop/swap days after enrolling, a child's attendance must still fall into one of our sessions. i.e. If attending 3 days and dropping to 2 days, the new attendance pattern would be either a Monday/Tuesday OR Thursday/Friday. If you are in receipt of the Child Care Subsidy (CCS), you will also be required to confirm the change in your myGov account and sign a new Care Agreement. All sessions are 10.5 hours per day from 7:30am until 6:00pm.

Why Attendance Sessions?

“Healthy development depends on the quality and reliability of a young child's relationships with the important people in his or her life, both within and outside the family” (National Scientific Council on the Developing Child, 2009, p.1).

Research shows that children benefit from consistent environments, relationships and interactions. Consistency provides repetition that strengthens connections in the brain. By having sessions here at Regand Park ECEC we are allowing children to create secure, respectful and reciprocal relationships with their educators and peers; have a sense of belonging to our service and be able to extend on their interests, skills and learning.

Consistent Attendance Patterns in our Infants and Babies Classes:

Strong emotional ties between infants and significant people in their lives (attachment) provide an important context for development. Having strong emotional ties to a few people enables infants to feel secure and confident in their environment. These feelings of attachment allow children to feel secure, and confidence to explore their environment and interact with others, knowing a secure base is always close by. Secure attachments are linked to a range of future competencies including emotional understanding and self-regulation, forming positive relationships in later years, a strong sense of self and positive social skills (Programming and Planning in Early Childhood settings, 2012, p81)

Consistent Attendance Patterns in our Toddlers, Junior and Senior Preschool Classes:

Regand Park ECEC has three sessions across the week: Monday/Tuesday; Wednesday; and Thursday/Friday. Having this consistency of children and Educators allows children to engage in a variety of research projects within our attendance Sessions. Based on children's interests, these projects value relationships and participation as central to learning and recognises children as competent, capable, active and constructive beings (Theories into Practice, 2015, p29). In this way, Educators are able to record the process of children's learning and changes in children's knowledge and understanding as the research moves with their inquiry and allows them to gain a deeper understanding of the subject matter. We find classes are a lot more focused on learning through inquiry and children demonstrate increased concentration, energy, creativity, persistence and satisfaction.



Educators and Staff:

Director/Owner Justine has over 18 years experience in Early Childhood Education Services. She holds an Advanced Diploma in Community Services Management, a Bachelor Degree of Early Childhood Education, a Diploma in Children's Services and a Certificate III in Children's Services. Justine has worked in long day care, preschool and vacation care services as well as a Supplementary Support (SUPS) role where she trained Educators in over thirty (30) services throughout the Central West on the inclusion of children with additional and cultural needs. Her qualifications, knowledge and experience ensures a service of extremely high quality.

Regand Park ECEC employ more staff with higher qualifications than required by industry regulations to ensure children are taught by qualified Educators who have current knowledge and experience. This ensures the service is continually up to date with the latest research and developments on early childhood education. Having extra staff also means Regand Park ECEC are able to regularly go on excursions into the community to connect with the people and places they have been learning about. Owners Justine and Karl ensure a significant amount of money is invested back into the service to cover the cost of employing seven (7) extra staff, because research shows that having more staff with higher qualifications significantly impacts on the variety of high quality programs that are offered to children, and high quality early childhood programs give children best possible start for later personal and academic success. As a local family themselves, having the opportunity to provide high quality early childhood education programs to children in the Dubbo area is important to Justine and Karl, and their way of contributing to better society for all.

Regand Park ECEC has hand picked a team of qualified, experienced and caring educators and staff who are responsible for the development, care and education of your child. This team consists of Early Childhood Teachers, Qualified Diploma trained and Certificate III trained Educators, a Chef, and two part time Clerical Assistants.

All Educators and Staff at Regand Park ECEC are provided with regular opportunities to attend in-service training and workshops to ensure our skills and qualifications are current and in accordance with current practice. The service's staff are also committed to providing high quality care and education for your child, and the service has been rated as "Exceeding the National Quality Standard" from the Australian Children's Education & Care Quality Authority (ACECQA).



Room Layout:



During Early Childhood, between birth and five years of age, children move through an enormous period of growth, change and development. Their needs and abilities vary considerably and much focus is placed on children achieving developmental milestones for their age, gaining and mastering their physical skills, and developing intellectual skills that they will use throughout their lives.

Research shows that the experiences and interactions children have in their first five years of life, are pivotal in laying the foundations for future positive learning and becoming happy productive members of society.

For these reasons, we have designed our room layouts to accommodate these age and stage differences in order to truly offer a more individualised style of care and education for your child. While we do have periods of the day dedicated to family grouping (mixed age groupings), our five rooms are designed to cater for a one year age range in order to truly program for the diversity in children's milestone development and accommodate individual needs and preferences.

Name of Class	Age Range	Number of Children	Regulations Ratio	Regand Park ECEC Ratios
Infants	Birth to 1.5	12	1 Educator: 4 Infants	4 educators
Babies	1-2	12	1 Educator: 4 Babies	4 educators
Toddlers	2-3	23	1 Educator: 5 Toddlers	6 educators
Junior Pre-school	3-4	20	1 Educator: 10 Preschoolers	3 educators
Senior Pre-school	4-5	20	1 Educator: 10 Preschoolers	3 educators
Total	5 rooms	87 Please Note: Our daily licence is for 87 children so class numbers may vary due to demand, however the service will not exceed 87 children per day.	Early Childhood Regulations require us to hire 15 Educators	Here at Regand Park ECEC we also have a dedicated Creative and Community Educator and an Environmental Educator who spend time in each of our rooms each week (covering all sessions), a non teaching director, chef, & 2 part time clerical assistants. We employ 32 Educators and staff in total with 24 each day to care and educate your child



Our Classrooms



The learning environments at Regand Park ECEC have been specifically designed by experienced Early Childhood Professionals to provide children with imaginative play and educational experiences, in a natural, home-like environment. Each classroom is designed and setup according to the age of the children and the milestones associated with that age. Our Infants and Babies classrooms have two sleep areas per room to help align with individuals routine. While our Toddler, Junior Preschool and Senior Preschool classrooms are set with designated learning areas to enhance skill development and make learning fun.



Left: Our Infants classroom (Birth - 1.5 years)
Below: Our Babies classroom (1-2 years)



Left: Our Toddler classroom (2-3 years)



Above: Our Junior Preschool classroom (3-4 years)



Left: Our Senior Preschool classroom (4-5 years)

Outdoor Environments

Our Outdoor Environments in the big yard are well equipped and designed .

We have a bike track, dry creek bed with manual water pump, sandpit, swings, soft-fall area, boat, bridges, bikes, trikes, balance beams, veggie patch, bench chairs, natural table setting, and a garden maze.

The children have opportunities to engage in activities that are 'uniquely outdoors'; incorporate 'loose parts' to promote children's creativity and imagination; participate in 'real' experiences to care for the natural environment; and involve 'risk taking' to provide children with opportunities to become confident, capable and resourceful learners. Our children enjoy their time outdoors and we also provide additional resources for them to utilise.

Big Yard:



At the end of our car park we have our orchard that has 7 plots full of fruits and vegetables that the children have planted, watered, watched grown and care for. When the fruit and vegetables are ready the children help harvest these and bring them to our kitchen to be used in our meals throughout the service.

We also have a worm farm and compost bin that the children look after in our big yard outdoor environment. These environments allows the children to learn the cycle of growing fruit and vegetables, ways we can recycle our scraps and rubbish and teaches them environmental sustainability.



Our Outdoor Environments in our small yard are secured to prevent risk of injury from larger children playing in the area. This environment consists of a large deck area, standing sandpit, gazebo and a fantastic range of resources to access during time outdoors.



**Small
Yard:**



Orchard, Worm Farm and Compost Bin:



Children's Programs:



Why an Early Childhood Education Centre and not 'day care'? It's not just about caring for your child. That's part of our role, but our role is much more than this. It is with pleasure that our qualified Educators provide great opportunities to stimulate and extend your child's development and learning by planning and implementing a play based, educational curriculum. As more and more research is identifying the importance of the first five years of life in the development of a child's brain, high quality early childhood education programs can significantly improve later life outcomes.

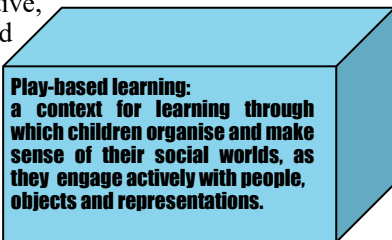
"Education means to draw forth, to bring out, not fill up and instruct" (Joy Lubawy, 2006, p.9). We believe children are active learners. That learning is more meaningful when children are actively involved in constructing their knowledge. Therefore we provide an interest and play based curriculum where children actively engage in a range of meaningful experiences that extend their development and learning.

Here at Regand Park ECEC our developmental learning programs and curriculum are based on the Early Years Learning Framework 2.0 (EYLF). The EYLF is a national curriculum framework governing the education of children during early childhood (0-5 years). This framework is intended to help children develop the skills to:

- Have the confidence to be themselves and make new friends (Learning Outcome 1: Children have a strong sense of identity)
- Learn to respect cultural diversity and the environment (Learning Outcome 2: Children are connected with and contribute to their world)
- Become strong socially, physically and emotionally (Learning Outcome 3: Children have a strong sense of wellbeing)
- Create, experiment, explore, imagine, investigate and problem solve (Learning Outcome 4: Children are confident and involved learners)
- Use literacy and numeracy to make meaning and express communication (Learning Outcome 5: Children are effective communicators)

To do this, we use a variety of programming techniques and a combination of routine and spontaneous activities to provide a varied and exciting program for your child.

Our interactions with your child are positive, based on your child's strengths, interests and needs as well as your own expectations and goals for your child. Educators work in partnership with you to provide exciting and stimulating programs, encompassing the needs of ALL children, regardless of their background, culture, gender, race and ability level.



Play-based learning:
a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Educators complete group and individual observations to record your child's progress. Informal feedback is available to you on a daily basis, with mid-year parent/teacher interviews offered to all families. You are also able to review your child's progress records at anytime by accessing your child's portfolio or making an appointment to see your child's teachers.

Preschool at Regand Park ECEC:

Our Preschool rooms provide preschool programs between 8:30am and 4:30pm each day. Parents of preschoolers have the benefit of using our education service facilities before and after these times at **no additional cost**. Our preschool rooms provide an age appropriate school readiness program to help assist your preschooler in their transition to school. These programs are slightly more structured and include play based opportunities to engage in social, pre-writing, pre-reading and pre-mathematical experiences. We also have developed aims specific to this age group and will plan activities that will help your preschooler achieve these aims.

BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia

Australia's first national Early Years Learning Framework aims to extend and enrich children's learning from birth to five years and through the transition to school.

The Framework's vision is that: *All children experience learning that is engaging and builds success for life.*



Parent Participation and Involvement:

Here at Regand Park ECEC, we not only provide quality education and care for your child, but we also recognise that you want to be able to leave your precious child with experienced educators that work in conjunction with you to achieve the same goal—your child's full and happy development. We welcome your suggestions and/or concerns about your child's progress at any time.

We value you as a parent and the knowledge you have of your child. As parents ourselves, we also understand how difficult it can be leaving your child in the care of others and how important it is for them to be in a safe and loving environment.

We pride ourselves on having an "Open Doors Policy" which welcomes you to our service at any time of the day. We would love for you to participate directly in our service's daily program by visiting us to read a story, play an instrument or just have a cuppa at a time that is convenient to you. Please see our Class Educators to find out how you can be more involved. For those with limited time, you can still participate indirectly by collecting boxes, ribbon, paper and containers for our craft areas, reviewing and commenting on our "Policy of the Month" or slipping an idea or tip into our fees/suggestion box.

We also encourage you and your family to participate in our service's social events as a way of becoming more familiar with the service we provide, our educators and staff, our curriculum and your child's friends and their families. These are great opportunities to foster ties within our Regand Park ECEC family as well as the wider Dubbo community.

We hope to run a social event three to four (3-4) times a year, and all families are welcome to attend. Depending on the occasion, these events may be used as an opportunity to raise a small amount for the purchase of new resources for the service. Being a private service and with parents lives already so busy, you will not be expected to participate in endless fundraising events, and parents are under no obligation to participate or support these events.

Open Doors Policy:

Our service is open between 7.30am and 6pm for parental inspection

Please come in and see how we help your child's development

Enter by you at anytime during the day is your guarantee of the continuing quality of our working practices, and protection for staff and management's reputation

Never use a service where you are not welcome and do not feel comfortable

Don't hesitate to call or visit us

Our service is proud of the quality of care and education we provide

Our educators are qualified, trained, experienced and talented

Rather than take our word for it

See for yourself!



Here are a few important points to be aware of when enrolling your child at Regand Park ECEC:

Arrival and Departure Times:

Upon entering the service you and your child will need to wash your hands at the sinks provided. You then go to your child's room, sign your child in, add a phone number to contact you on during the day and put your child's bag away in their locker. In our Infants and Babies classrooms you will also need to complete the Communication Sheet and place any bottles in the kitchenette.

Communication sheets are also provided in our older classrooms for your convenience. Parents **MUST** take their child to an educator before leaving the centre. Please note: Family grouping does exist from 7.30am to 8.30am, therefore you may need to take your child to an educator in another room.

Upon departing for the day, you must sign your child out, collect their belongings and ensure an educator has seen you to tell you about your child's day. If we are outside or in family grouping, please do not call out from the doorway to your child. Children are discouraged from going inside without an educator for their safety, so we ask you to move out into our playground area to collect your child. This way educators can tell you about your child's day without them leaving their supervision duties outside. Don't forget to check out the online portal

TIPS FOR MINIMISING SEPARATION ANXIETY

Try leaving your baby/child with trusted family or friends for a few hours from a very young age.

Start with short periods of separation, then increasing.

Always say Goodbye once with a hug and smile, then leave. Extended goodbyes can enhance anxiety



It can sometimes help settle younger children to bring a favourite cuddle toy or security blanket with them. We do recommend this in our Infants, Babies and Toddlers classrooms as a familiar object can help ease anxiety. Please only bring in your child's cuddle toy.

Other toys can cause arguments between children and could get lost or broken.

for our sessional journals and individual portfolios.





Access to Children:

Educators are not permitted to give anyone access to your child to take from the service without your consent. As part of your enrolment form you will need to nominate two (2) people who are authorised to be “Daily Pickups” for your child. Please note however, that if you have not discussed these arrangements with the service’s educators and these people do not pick up on a regular basis (i.e. At least once or twice a week), you will still be required to inform us that this person is picking up your child **DESPITE** them being listed as a Daily Pickup on the child’s enrolment forms. You can inform us by phone call, verbally in the morning or by writing this in the final column next to your child’s name in the sign in book or on their classroom Communication Sheet. Please warn anybody picking your child up that they will be required to produce **PHOTO ID** if Educators on that shift have not previously met them. **THIS DOES INCLUDE PARENTS IF EDUCATORS HAVE NOT MET THEM BEFORE.** *Full details can be found in our ‘Arrival, Departure & Access to Children’ Policy in the Office.*

Child Health and Illness: Sick children are not to attend Regand Park ECEC.

When children are sick there is an increased risk of passing infections on to others and children are usually not well enough to participate in the day’s activities, which then puts a strain on room educators and affects the other children’s day. For these reasons we ask that children who are sick are kept at home until all their symptoms have cleared and they are able to fully participate in the activities of the day.



If your child is sent home from Regand Park ECEC due to sickness, they must not return until they have **FULLY RECOVERED** and are no longer infectious to others. **If your child has been hospitalised, has an unexplained rash or has been suffering from a highly contagious illness, a Medical Certificate is required before the child is allowed to re-attend the service.**

As a general rule: Children are not to return to Regand Park ECEC until a **FULL 48 hours** has passed since their last bout of vomiting or diarrhoea. This means that if their last bout of vomiting or diarrhoea is on the 5th of the month, the child cannot return to the service till the 8th. If a child has a high temperature they can not return until a full 24 hour has passed, this means that if their last high temperature was on the 5th of the month, the child cannot return to the service till the 7th.

Please Note: the centre policy states that children must be excluded from the centre until they have **been on the Antibiotic for a FULL 24 hours.** **This means that if the antibiotics were dispensed on the 5th of the month, the child can not return to the service till the 7th.** This allows the Antibiotic to begin to take effect and minimises the chance of spreading infections to staff and children.

Please respect our centre's policies and help us to protect all the children and staff at our service by not sending your child if they have **been vomiting, have had diarrhoea, if they have discharge from their eyes or ears, if the discharge from their nose is thick, green or bloody, if they have had a temperature, loss of appetite, high temperatures or any other symptoms which prevent them being actively involved in the program.** Staff will call and ask you to come and collect your child if any of these symptoms become evident or if your child has **two (2) loose bowel movements or any vomiting.** *Full details can be found in our 'Incident, Injury, Trauma and Illness' Policy in the Office.*

Medication:

If your child requires medication while at Regand Park ECEC please remember these simple rules: **no child can return to Regand Park ECEC until they have been on antibiotics for a FULL 24 hours after the date the medication was dispensed.** This means that if medication was dispensed by the chemist on the 5th of the month, the child cannot return to the service till the 7th.

Medication needs to be handed to an Educator member and a medication form needs to be completed before leaving your child in the morning. Children requiring **Asthma medication or an Epi-pen will be required to have an Action Plan completed by their Doctor** and returned to the service **before the child can attend.** Please see staff for a copy of this plan. **Staff are not permitted to administer ANY medication that has not been prescribed to the child.** This includes over the counter medications and herbal remedies. **NEVER** leave medication, creams or other items in your child's bag, which could cause a potential risk to others. *Full details can be found in our 'Medication Administration' Policy and 'Medical Conditions' Policy in the Office.*





Food and Nutrition:

Here at Regand Park ECEC we are a **NUT FREE ZONE**. This means that no nuts, including coconut and peanut butter, or products specifically containing nuts are allowed to enter the centre. This is due to children's allergies and the severity of reactions to these products and DOES include nut based nappy creams!!!

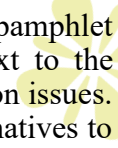


The children are provided with delicious and healthy meals prepared on site by our qualified chef. Incorporated in your daily fee is morning and afternoon tea, a two (2) course lunch and a choice of milk or water to drink. Our staff can work with you to cater for your child if they have specific allergies or needs, and meals can be adapted providing we have a letter from a Doctor or Nutritionist or if discussions have been made previously with Justine. Allergies must be specified in writing on the child's Enrolment Form or on a letter from the Doctor.

As we do provide all the meals and do cater for children with specific allergies we ask that **NO FOOD is to be bought into the service in your child's bag**. This does often cause arguments at meal times, and more seriously could cause a child to have a severe and sometimes life threatening, allergic reaction. Bringing in a birthday cake for your child to share with their friends is ok as long as it is only lightly iced/decorated. Could you please alert staff in the room at least the day beforehand so arrangements can be made to have a special treat for children who may not be able to eat the cake due to allergies; and remember that we are a **NUT AND EGG FREE ZONE**. **This includes cakes, and any chocolate donations or gifts.** We thank you in advance for helping us with this matter. *Full details can be found in our 'Nutrition/Food/Beverages/Dietary Requirements' Policy in the Office.*

Child Protection: The centre has a Child Protection Policy, Supervision Policy, WH&S Policy and many others which staff are aware of and abide by during the course of the day. These policies ensure that we provide a safe and hygienic environment and that our staff follow the principles of the Children and Young Persons (Care and Protection) Act 1998, in which they are mandatory reporters.





Please feel free to talk to our staff or help yourself to the pamphlet display on the wall of our Program/Consult room (next to the office), if you require more information on child protection issues. These cover topics such as safe sleeping for babies, alternatives to smacking, being a dad, road safety, Munch and Move as well as local agencies you can contact for help or information on health issues, separation and family crises.

Excursions:

Our service prides itself on being able to take your child on routine excursions to enhance the program and their learning on a range of given topics. Excursions are also a great way to make links with the community in which we live. You'll find a permission form in your enrolment package for our regular outings. It is completely up to you, as the parent, if you wish for your child to participate in all, some or none of these regular outings. Care and education programs will always be provided to those not participating in regular outings. From time to time we also go on excursions and participate in centre experiences. These are one-off special events such as concerts, performances and shows. For these excursions and centre experiences, a separate permission note will be sent home and there is usually a small fee involved to cover entry and bus travel. Please note a risk assessment is completed before and during each excursion, regular outing, and centre experience. *Full details can be found in our 'Excursion and Centre Experiences' Policy in the Office.*

Confidentiality of Records:

Please rest assured that any information you provide to us during your child's enrolment and time at Regand Park ECEC will be treated with the strictness of confidence. No information about yourself or your child will be given to any person or parties not authorised to receive it. Room staff are given the information you provide us on your child's routine and development to assist them to plan and implement programs specifically for your child. Your child's attendance patterns and details are also sent to via the Child Care Management System (CCMS) as part of your ability to claim the Child Care Benefit (CCB) and the Child Care Rebate (CCR). Please ensure your details are kept up-to-date. *Full details can be found in our 'Confidentiality of Records' Policy in the Office.*



Complaints:

The centre has a “Consumer Complaints and Grievance” Policy which outlines the procedures we follow if we are to receive a Complaint. The policy states that we welcome feedback because it helps us to provide a better service, that you have the right to voice any concerns you may have, and that you can speak to any of your child’s teachers, the room leader or directly to Justine or Karl. By talking to us about any concerns you may experience, we are then able to endeavour to resolve them. If you would like to make a formal complaint please do so in writing or ask for a copy of our Complaint Form. During the year parents will also be given surveys via our newsletter to complete and return to give us valuable feedback on ways we can improve and maintain our high standard of service.

How to enrol your child:



If you are interested in securing a position for your child at Regand Park ECEC you will need to place your child on our waiting list. Simply submit a Waiting List application from our website, or request a copy. Waiting List applications incur a \$20 Administration Fee per family. You can also submit your application at our office between 8am and 1pm Monday to Friday, email us at email@regandparkecec.com.au or, post it to:

Regand Park Early Childhood Education Centre
PO Box 7197
Dubbo Grove NSW 2830



Please Note:

Families are entitled to lodge a claim with Centrelink for Child Care Subsidy (CCS). Centrelink will assess you for the CCS and inform you of any eligibility. We encourage all families to lodge a claim prior to starting care. The Department of Education, Employment and Workplace Relations (DEEWR), have formulated a priority list for allocating places in child care services. As a result we only fill vacancies from our waiting list and adhere to this Priority of Access when filling vacancies. (Please ensure you complete all components of our Waiting List Application so we can accurately determine your priority)

Regand Park ECEC will also give priority to siblings and offer positions in accordance with our Attendance Sessions, as outlined on page 12 of this handbook.

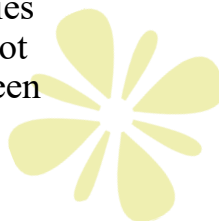


Regand Park

Nourishing • Respectful • Partnerships

Providing excellent individualised Early Childhood programs that nourish respectful partnerships

If you have any questions or queries regarding our service please do not hesitate to contact the office between 8am - 1pm on 6885 2908 Monday to Friday.



Have you contacted Centrelink on **136150** to lodge a claim for the Child Care Subsidy (CCS)? We encourage all families to lodge a claim for assessment prior to commencing care. You can also submit a claim online via your **myGov** account.