

Peace of Mind Family Handbook



Peace of Mind Family Day Care

40 Mackie Road, Narangba

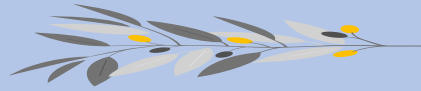
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Welcome to Peace of Mind Family Day Care



Dear Parents,

As Directors of Peace of Mind Family Day Care, we welcome you to our scheme and look forward to a long and positive partnership.

Your chosen educator's home will be your child's new "home away from home"; a place where your child will become comfortable and familiar and able to develop and explore within the safety of a "family" home. It may be the first time your child has been away from you, so please allow yourself and your child plenty of time in the initial settling in period. The scheme and your educator are here to support you and your child through this important transition.

Please share as much information as possible about your child and their individual needs with your educator. We all have your child's best interests at heart and will appreciate all information you share. Quality childcare is important to us and we will do everything in our power to ensure that you and your child have happy and positive experiences with your family day care educator.

If you have any questions, or would like to provide comments or suggestions, please don't hesitate to contact our office team.

Yours in care,

Kim Ash and Jay Schluter

Directors.

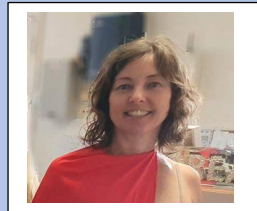




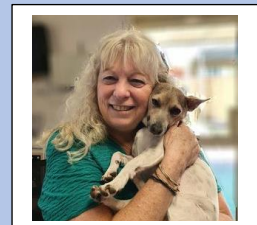
Our Team



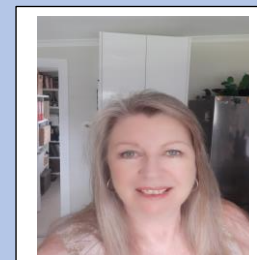
Kim - Director, Payroll and WPHS



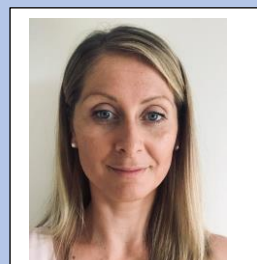
Jay - Director and Nominated Supervisor



Helen - Administration, Blue Cards & Child Restraint Officer

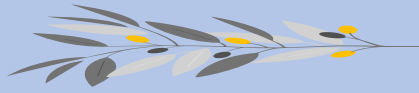


Sue - Practice Mentor, Educational Leader



Michelle - Practice Mentor, Educational Leader

Our Roles



Directors - Kim and Jay started Peace of Mind after working as educators with other FDC schemes. The scheme opened doors in January 2007. With a combined experience of over thirty-five years, Jay and Kim have a strong belief in advocacy for our youngest citizens and have a strong commitment to the sector.

They have a combined belief that childcare should be accessible and flexible, with quality outcomes for children and families. Starting with a total of four care providers, Peace of Mind has grown to be a significant provider of childcare services throughout the Moreton Shire and Sunshine Coast.

Educational Leader - The scheme appointed Michelle and Sue as Educational Leaders. This is a shared position, leading and supporting our educators in curriculum development, and ensuring children's learning and development are guided by the Early Years Learning Framework. Input from parents and community on the program provided is always welcome.

Practice Mentor Unit

Our Practice Mentors Sue and Michelle are qualified early childhood professionals and participate in ongoing professional development to ensure currency of their skills and knowledge. Our Practice Mentors, visit educators in their homes regularly providing educational support, ensuring a high standard of quality care as well as ensuring a safe environment is maintained for children according to regulatory requirements. Your educator's practice mentor will be able to assist you if you have any questions or concerns

Attendance Records/Enrolments - Kim acts as an administrative coordinator and is responsible for the processing of attendance records and resources. She also processes all new enrolments and is your first point of contact for questions regarding childcare subsidy and enrolments.

Administration –

Helen is the friendly voice on the phone when you call the office and is responsible for all the administrative tasks, overseeing the smooth and efficient day to day operations of the FDC office. Helen provides valuable support to the practice mentor team and liaises between families and educators.

Child Restraint Officer - Helen has undergone specific training, certifying her to conduct the child restraint checks on educator vehicles.

All our staff are available to assist you with any enquiries or concerns that you may have.

Peace of Mind Scheme Philosophy

Our Vision

All children have the best start in life to create a better future for themselves and for the nation. *Belonging, Being and Becoming page 5*

“As a seed does not grow without air, water and soil; so, a child is nurtured through relationships, environments and experiences.” (Unknown)

Early childhood is a critical period of contribution and influence on a child’s individual life perspective. Informed and intentional adults, working alongside children and families as equal contributors can have far reaching impacts on a child’s world of today and tomorrow.

Our Core Values

Secure, respectful, reciprocal relationships

Open, responsive communication that endeavours to connect individual perspectives and desired outcomes is prioritized. Professional relationships are built on trust, accountability, and reciprocal engagement.

Partnerships

There is a commitment to the field of early childhood education and the value of partnerships built on mutual understanding and shared vision is recognized. Guidance, collaboration and earned autonomy are viewed as intertwined and balanced. Individuals work together to ensure the intent of the NQF, The UN Declaration on the Rights of the Child and the ECA Code of Ethics are the visible foundation of daily practice.

High expectations and equity

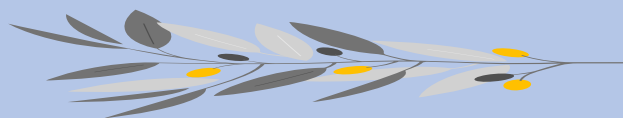
Each person is responsible, intentional and consistent in meeting all requirements. The scheme aims to support the educator’s capacity to deliver a professional service. Each service aims to positively represent home-based programs and the scheme identity.

Respect for diversity

The complexity of situations, histories and values underpinning family and community life is understood. The scheme recognises the rich tapestry of possibilities available to children and families through the provision of informed, independent services.

Ongoing learning and reflective practice

Awareness of roles and responsibilities is continually built through professional dialogue and participation in ongoing learning. The field of education is viewed as a commitment to personal and professional growth and individuals actively develop their capacity for reflective practice.



Acknowledgment of Country

Peace of Mind acknowledges the traditional custodians of this land and pay our respects to Elders past, present and emerging. We also embrace the work undertaken towards reconciliation and the importance of connection to the land.

Our Reconciliation Statement



Peace of Mind is committed to reconciliation between all Australians and acknowledges the significant contribution the early years sector plays in redressing disadvantage and overcoming prejudice. Through a joint spirit of awareness and commitment we can progress from ignorance, racism and exclusion— to respect, action and hope.

POM recognizes that Indigenous Australian people are the original custodians of the land, and have traditional laws, customs, languages, spirituality, art and sacred beliefs. We recognize that the current economic, social, emotional and educational disadvantage experienced by many indigenous people is a result of colonization, dispossession; unjust legislation, policy and practices; and a continuing deficit of awareness. We promote the importance of all Australians knowing and understanding the histories, current realities and aspirations of Indigenous people. POM believes that the traditional heritage is important to all Australians and that indigenous people have made, and continue to make, a significant contribution to Australian communities. We advocate for the rights of Indigenous Australians to self-determination, equitable community participation, resources and acceptance; and to be treated with respect as a person and a culture.

We commit to supporting the significance of Indigenous children's home, culture, language and heritage in their developing identity and sense of self-worth; and to the need for Early Childhood Services to positively reflect Indigenous identities.

Our commitment mirrors our values of respect for diversity, inclusion, advocating the rights of children, justice, honesty and courage; and leads us to reflect upon the opportunities presented to us daily to challenge inequity and to build a future of possibility for every child in Australia.

We regret the loss of family, identity, geography, language, spirituality, community and tradition experienced by many Indigenous people. In particular we acknowledge and support the work of the "Closing the Gap" campaign.

In support of sustainable and meaningful reconciliation, POM welcomes all Indigenous families; and remains committed to sourcing and attending opportunities to increase staff and community awareness.

Action Plan

Support staff, educators and families in participating in public and private debate on Indigenous issues to increase awareness, appreciation and a broader perspective.

Encourage educators to address equity and social fairness with children; and to incorporate Indigenous culture and experiences with all children.

Open all scheme meetings and trainings with an Acknowledgement of Country statement to keep our commitment to reconciliation at the forefront.

Diversity and Reconciliation in Early Childhood



Educators who are culturally competent, respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences

Educators view culture and the context of family as central to children's sense of *being* and *belonging*, and to success in lifelong learning. Educators also seek to promote children's cultural competence.

Early Years Learning Framework: Cultural Competence pg. 18

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being*.

Educators make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives

Early Years Learning Framework: Respect for Diversity pg. 14



Sustainability & Environmental Consciousness

The Scheme believes in educating and role modelling environmental consciousness and responsibility to children as ambassadors for future generations. The scheme supports children exploring human impacts on the world and developing strategies to reduce their environmental impact. Children develop positive attitudes and values by engaging in sustainable practices and working together with educators to show care and appreciation for the natural environment. Educators implement environmental programs and sustainable practices that allow children to explore and experience the natural environment, fosters an appreciation of nature, develop environmental awareness and invite a connection to the natural world.



Family Involvement

Families are also encouraged to participate in the operation of the scheme via suggestions made during family feedback phone calls, surveys and input into scheme policies and practices. Parents are invited to read the policy manual and provide suggestions at any time. You can find our policy manual on our website.

[POM FDC Best Practice Guide | peaceofmind \(familydaycare.co\)](https://www.peaceofmindfamilydaycare.co.nz/POM-FDC-Best-Practice-Guide)
[Educator Resources](#)



Your Enrolment

The enrolment form is a contract between you, your educator and the scheme. Please keep a copy of the enrolment to refer to your responsibilities as a parent. It is the parent's responsibility to ensure that all contact details remain current. The office and your educator must be informed, regarding any changes to information or details that may affect your child's care needs and placement. This includes any people named as emergency contacts, court orders and medical conditions.

Please note: CCS (Child Care Subsidy) will not be payable if care starts on an absence or finishes on absences leading up to and including the last day of care.

Should there be any changes to your CCS please check your MYGOV account or contact Centrelink. Peace of Mind has no control over CCS entitlements or eligibility requirements.



Educator Visits and Communication

All educators are visited regularly by the Peace of Mind Practice Mentor Team. Visits are face to face and/or via zoom, emails, texts and phone calls.

During visits to educators our mentors interact with the children in care and get to know your child, their interests and developmental needs. Building relationships with children further assists practice mentors in resourcing and supporting educators in the assessment of learning for each child.

In addition, the scheme provides training, conferences and peer meetings to support and encourage ongoing professional development with the mentor team and educators.



Our Educators

Family day care educators are individual contractors who operate a childcare service from their own home. Each educator's service is unique; however, all educators are required to operate according to the Education and Care National Law and Regulations, The National Quality Standards and Peace of Mind Scheme Policies.

Educators must be qualified and hold a minimum Certificate III or higher.

Educators undergo a thorough recruitment process with Peace of Mind prior to operating, completing a 3-month probationary period. Registration is reviewed every 12 months by the scheme.

During the probationary period your educator undertakes additional service training to become familiar with our scheme policies and procedures. For new educators, it is also a time to collaborate with parents and create a welcoming and successful service.

Your feedback during this period will be most appreciated and will assist us in identifying areas of improvement.

In addition, Educators will:

- Implement the Early Years Learning Framework and for school age children My Time Our Place
- Maintain a current First Aid, CPR, Asthma and Anaphylaxis Certificate
- Maintain a Working with Children credential- Blue Card
- Maintain Public Liability Insurance cover.
- Complete Child Protection Training in a 12 monthly period

Please refer to Australian Children's Education and Care Quality Care should you require further information.

<https://www.acecqa.gov.au/and>

Peace of Mind encourages educators to stay current within the industry to further their individual professional development.

Each educator sets their own fees and conditions. The scheme charges families a per child per hour levy, which is collected via the educator. The educator adds the hourly levy onto their own hourly rate; the levy appears on the educator's fee schedule.

A copy of the educator's fee schedule is provided to parents prior to commencement of care.

Educators are professional business owners and manage any enquiries regarding their own fees.

You are also welcome to call the scheme if you require further assistance.

- ❖ All fees must be paid electronically as per Government regulations, Childcare Subsidy Requirements



Our Educational Frameworks

Belonging, Being and Becoming. The Early Years Learning Framework for Australia

This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The Council of Australian Governments developed the framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the Early Years Learning Framework (Belonging, Being & Becoming) will contribute to realising the Council of Australian Governments' vision that: "All children have the best start in life to create a better future for themselves and for the nation."

The Framework forms the foundation for ensuring that children in all early childhood education and care settings, experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The framework promotes inclusive practices, honouring all children. The Framework works in partnership with families, children's first and most influential educators.

Belonging, Being and Becoming page 5.

My Time, Our Place

A Framework for School Age children

The Framework has been designed for use by school age children, working in partnership with educators, their families and the community, including schools. It represents Australia's first national framework for school age care to be used by school age care educators and aims to extend and enrich children's wellbeing and development in school age care settings.

My Time Our Place

page 3



Children's Voice

Both Frameworks promote inclusive practices, encouraging awareness of diversity by celebrating and honouring difference. Giving all children a voice by fostering independence, resilience, self-esteem and confidence.

School Readiness

Family Day Care children receive all the benefits of a professional childcare service within the comforts of a family home. There is a misconception that a child should be 'taught' in the years before school. Children in Peace of Mind Family Day Care engage in quality programs for children, preparing children for school from their first day in care by providing experiences and opportunities for children to learn through play.

School readiness in family day care is holistic and practical, recognising the importance of the child's resilience, independence and agency as important skills for success in the first year of school. Children who have strong self-help skills and are socially and emotionally secure will be more equipped to manage challenges and continue a journey of lifelong learning.

School readiness is not about academic tasks or worksheets but providing a supportive environment where children can ask questions, problems solve and enhance their desire to know and learn.

Contributing To Your Child's Program

Discuss with your educator how you can contribute to your child's program.

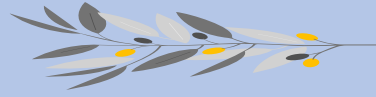
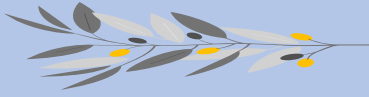
Suggestions might include attending a special outing, sharing a unique skill with the group, attending a playgroup session, providing resources for an experience, sharing family photos from outings or weekend adventures, or simply letting your child show you what they have done during the day.



Learning Through Play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, explore and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy being. Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in continuous, shared conversations with children to extend their thinking. They provide a balance between child led, child initiated and educator supported learning. *Belonging, Being and Becoming* page 13.





All in a day's work.....

Educators acknowledge the privilege of building trusting bonds with children in their care; providing flexible daily routines and opportunities intended to engage the children's curiosity and creativity.

Educators provide open ended experiences based on your child's needs and interests, in nurturing, play-based environments where children can thrive and build trusting relationship. Building a healthy sense of identity and self-worth through meaningful and intentional play-based experiences.

The Power of Play.....

Educators give children the opportunity to experience the power of play through exploration, connection, bonding through meaningful social interactions, expressing emotions, creative thinking , physical and mental wellbeing, language development and self-help skills just to name a few .

Educators may also combine appropriate household tasks such as cooking or gardening into their program. A unique opportunity that engages children in their environment by learning through real life experiences and promoting their sense of belonging.

You may not receive "works of art" to take home every day but that does not mean that your child has not had a full and engaging day. Frequently children appreciate a more relaxed and easy-going day of free choice play and fun.

Your educator will provide you with communication regarding your child's day, through conversation, texts, notes sent home, portfolios, photos, written observations, jottings and learning stories. This information may also be conveyed via closed Facebook pages or digital documenting programs; whatever format works best for their service.





Settling into care

Children will settle into new situations in different ways. Taking the time to ease children into a new environment will help them feel safe. E.g., Always allow enough time to settle your child in without staying too long and always say goodbye to your child so they know you will return.

It is important to talk to your educator about anything that you feel would help your child settle in. They may have a favourite blanket or toy that will comfort them.

If this is your child's first experience away from you, expect this transition may take time.

Our educators are experienced at settling children into care and will work with you to provide the best possible experience for your child. You will receive updates from your educator as to how your child is going throughout the early stages of transition. Each educator may do this in a variety of ways including conversation, photos and text messages.



What to bring

This will be discussed with your educator during your interview. Please see guide below:

Clothes to play and have fun.

- Suitable types and adequate quantity of clothes. Please be aware of sun safe hat and clothing requirements.
- Hat and shoes that are easy to put on.
- Water bottle and appropriate lunch and snacks.
- Sufficient nappies and nappy change items for infants.
- Sunscreen and insect repellent if needed.
- Sheet and a warm blanket for winter (educators may provide these)
- A bag preferably with your child's name on it for their belongings.
- Baby sleeping bags need to be the correct size and fit so little their arms and hands cannot become caught in the sleeping bag. This helps babies in rolling themselves over if need be.
- Any necessary medications, chemist labelled with your child's name and date of birth. This includes over the counter medications. Medications must not be left in children's bags. Please hand to your educator for safe storage.

There may also be other items specific to your educator's service as arranged during your interview discussion.

Please ensure your child's belongings are labelled with their name.



Meals



Educators are guided by the national Quality Standards to actively promote healthy eating and lifestyle choices. Mealtimes encourage and develop social interaction, children's agency and self-help skills.

- It is the parents' responsibility that sufficient and appropriate food for the period of care is provided
- Please remember to keep food easy to open and eat.
- Reduce packaging waste by not buying individually wrapped pieces.
- Remove portions from large packets and send in named reusable containers instead.
- Meals provided for very young children should be cut or mixed into age-appropriate pieces.
- The dental association recommends that children limit their intake of juice and cordial due to the high sugar and/or acid content. Water is great and readily available.
- If you have religious or cultural, diet related practices, please discuss this with your educator. Nutritional traditional food for your child is welcomed.
- Breast feeding is supported by educators so please discuss breastfeeding needs.
- Educators and the service must be made aware of health conditions, allergies or intolerances children may have. Parents must provide appropriate medical plans/ action plans to ensure educators can provide a safe environment.

In some circumstances your educator may have to provide a replacement meal, such as if afternoon tea has been ruined or spilled. Please make your educator aware if there is anything you do NOT want your child to have. This could also include circumstances in which your educator wants to provide or share a special treat such as a birthday cake, popcorn for a movie or an ice block on a hot day.

Some educators provide food as part of their unique service and will charge a fee for the provision of meals. The educator will have a menu displayed that accurately describes food and beverages supplied to children.

Some Lunch ideas

A sandwich, small pita wrap or small bread roll with fillings such as: -

- mashed egg with lettuce
- shredded chicken with cheese and lettuce
- tuna and lettuce
- chicken, chutney and alfalfa sprouts
- cold roast meat
- vegemite and cheese
- cream cheese and grated carrot
- avocado, tomato and lettuce

Yummy Munchies might be:

- A few crackers or rice cakes with cheese
- A small, cold slice of frittata
- A homemade savoury muffin – zucchini or corn and cheese
- One or two slices of homemade pita pizza
- Yoghurt
- Sliced fruit
- Cheese sticks

You may also consider left over dinners that can be eaten cold or reheated. Please refer to the Australian Government Health site, Get Up and Grow -Lunchbox Ideas for Early Childhood Settings, for more healthy options.

Drinks- Water will always be freely available to all children, milk can be provided by parents unless otherwise organised with educator. Please avoid sweet, sugary drinks, this can cause tooth decay and other child related illnesses.

Rest and Sleep

Effective rest and sleep strategies are important factors in ensuring a child feels safe and secure when in care. Educators have a duty of care to provide a high level of safety and take every reasonable precaution to protect children from harm and hazard.

Educators will provide well ventilated sleep/rest areas with adequate light or a dimly lit room, to assist in assessing children's breathing, nostrils flaring, rise and fall off the chest, lip and skin colour whilst sleeping. Educators will closely monitor sleeping and resting children. Checks will be active, frequent and at regular intervals, ensuring children are within sight and/or hearing distances.

Sleep monitors do not replace safe sleep practices, such as checking on children regularly, but may be used in addition to good practice.

Children under two years will be placed to sleep in accordance with guidelines from safe sleep experts Red Nose.

Babies will be put to sleep on their back, feet to bottom of cot and blankets tucked in firmly.

Educators will remove any item that may pose a danger to the child e.g. toys, bumpers, hooded jacket, necklace, amber teething beads, bibs or sleeping bags.

Light weight clothing is recommended so babies do not overheat.

Sleeping bags need to be fitted so the child cannot slip inside the bag and be completely covered or are unable to roll themselves over. Velcro and zips are not recommended as

If wrapping, light weight blankets are recommended, and baby's arms must be free.

Children are not placed down to sleep with bottles, food or sippy cups.

Pacifiers are acceptable, with removal of cords or similar attachments.

Educators will not use swings, rockers or strollers as a regular sleep routine/practice.

Children are not to rest or sleep in stationary vehicles but will be gently moved to appropriate bedding.

For children that no longer sleep, alternative, quiet experiences will be offered.

In rare circumstances (such as a rare medical condition), the service will support the educator and family to implement alternative practices. A medical practitioner will need to endorse any practice that is not in line with Red Nose recommendations and the educator will be required to implement a risk minimisation plan for the child.

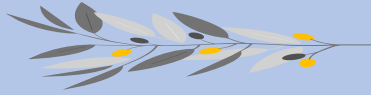
For further information please refer to: Peace of Mind Sleep Policy

And

Current recommended evidence-based practices- ACECQA and Red Nose. Red Nose can be contacted on 1300 998 698.

<https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

<https://rednose.org.au/section/safe-sleeping>



Animals in the Care Setting

Animals in the home may contribute to the welcoming and friendly environment of family day care and offer a wide variety of wonderful experiences for the children. Pet ownership is a significant and common part of Australian culture. Children who learn to interact with other living beings in a responsible and compassionate way, reflect those behaviours in other social interactions.

Peace of Mind also recognises that correct care and needs are taken into consideration for all animals.

- Appropriate worming, vaccinations and required medical care
- Separate shaded areas for animals
- Available water
- Hygiene practices – please see Pet Policy



Excursions and Community

Peace of Mind supports educators to attend community or educator hosted playgroups. Experiences provided at playgroups promote greater social confidence and contribute to the program provided by your educator.

Excursion opportunities include but are not limited to, library visits, story time, parks, bush walks and Peace of Mind playgroups, school runs- drop off pick up.

These opportunities, not only offer unique learning experiences but also valuable assistance for parents who may need additional support with school drop off and pickups.

Educators are required to comply with numerous regulations and policies regarding the conduct of outings and the vehicle used for travel. Parents signed permission will be required prior to any excursion or transport from the approved service. If you have any concerns, please discuss them with your educator or contact a practice mentor for further assistance.

(Any costs involved are disclosed by your educator and agreed upon prior to excursions being confirmed.)



Illness and Communicable Diseases

The scheme and your educator are committed to providing and maintaining a healthy care environment. Educators refer to the industry guide *“Staying Healthy in Childcare”* for minimising infectious diseases in early childhood education and care services. If your child is unwell, or showing signs of an infectious or contagious disease, they would not be considered fit to attend care. It is important to our educator’s health, their family’s health and the health of other children in care, that all involved parties act responsibly.

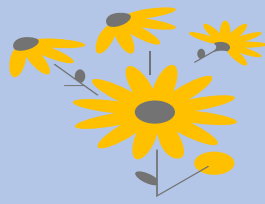
Parents are strongly encouraged to have backup care plans in place, such as with friends or relatives, in case your child cannot attend care.

Educators reserve the right to request that your child not attend if they have identified possible symptoms of a communicable disease, or your child is feeling unwell. This will be taken on a holistic approach as symptoms and circumstances will be considered. E.g. your child may be teething or suffer from allergies. Your child will be permitted to return to care once your child is feeling well. Please refer to *Staying Healthy in Child Care*, 5th Edition, should the illness require an exclusion period. Please see link below.

<https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>

For more serious illnesses or hospitalisation, a clearance may be required.

Please ensure you read the Peace of Mind Best Practice Policy on Medical Conditions, Administration of Medication, Illness and Infectious Illness.



Immunisations

Vaccination is not compulsory, and it is the parents' choice to vaccinate or not vaccinate their child/children. However, it is the educators' decision to care for unvaccinated children. If your child is not vaccinated, please check our Illness policy for exclusion periods of unvaccinated children.

Be aware if your child is /children are not vaccinated you will not be eligible for CCS. Your child may receive an exemption if they have valid medical reason.

Please see link for further information:

<https://www.servicesaustralia.gov.au/what-are-immunisation-requirements?context=41186>



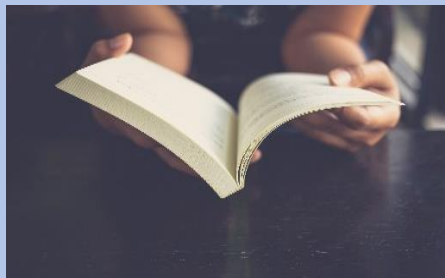
Homework

Educators will, when possible, arrange a quiet space for school age children to do homework. However, it is not an educator's responsibility to embed this in their program or ensure that it is correct or completed.

We value play as a learning opportunity for children of all ages and a period of relaxation and fun in the afternoon is beneficial. Educators must also show evidence of the school age educational framework, My Time Our Place.

Please discuss your expectations with your educator to reach a mutual solution.

The United Nations Convention on the Rights of the Child, Article 31 states that, "every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts" (1989)



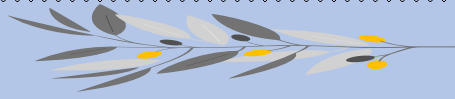
Relief care

Educators are encouraged to take periodic breaks or holidays to provide opportunity for rest and rejuvenation. Educators will provide as much advance notice as possible if they are planning to take time off. The office will do everything it can to organise placement with a relief educator if one is required.

As all educators create individual fee schedules, your relief educator may have different fees and conditions compared to your primary educator. When you speak with a potential relief educator, please ensure you discuss their fees and conditions prior to finalising the arrangements.

The possible inconvenience of not finding relief care in these types of situations is more than balanced by the many benefits of family day care such as the flexible, individualised service and the warm family environment.

Relief care is not guaranteed and it is recommended that families have alternate care plans in place, such as with a friend or relative.



Attendance, Bookings and Fees

Peace of Mind educators use the Harmony software system which electronically records your child's time in and out of care. Parents must sign children in and out each day with their own unique PIN which will be sent via the office. This is referred to as your e- signature.

Your e-signature on the attendance records indicates that you agree that the hours and fees recorded are accurate and reflect your childcare use. The time and PIN (e-signature) also indicate the transference of responsibility of care from one party to the other. Accurate records of arrival and departure are a legal requirement under Family Assistance Law and for insurance purposes.

Please be aware it is an offence under the Crimes Act to provide misleading information.

- We ask parents to please arrive by the agreed arrival times for smooth transitions into care and so children have full advantage of all experiences throughout the day.
- Educators also have their own family commitments and routines, so it is essential that you contact your educator if there is a change to your agreed times, such as if you are running late or intend to collect your child early.
- If you are unable to commit to the agreed times you will need to consider and discuss with your educator a change to your booked hours. Late pickups may also result in a late fee or your educator reassessing the care agreement.
- Children must only be received into care by their registered care provider and picked up by the legal guardian or authorised adult named on the child's enrolment.
- Once a child has been signed out of care in the educators home the child becomes the parents' responsibility.
- If you are having difficulties paying fees, please speak to your educator immediately. There is an Additional Child Care Subsidy available that may assist parents if they meet the government criteria.

Public Holidays and Absences

- Public Holidays - Legislation allows educators to charge for public holidays (when your child does not attend) provided your child would normally attend on that day.
- If your child is absent on their normal booked day parents must pay fees. This includes sickness and holidays.
- If your educator is **not available** for care, parents do not pay fees.

❖ *Please note, all fees paid to the scheme and the educator must be paid electronically.*



Commencing and Finishing Care

Some educators require an in-advance fee prior to commencement of care, which is considered good business practice and is a recommended consideration by Family Assistance Law; **invoicing families for full fees for care in advance for the first period of care, with CCS fee reductions applied to subsequent invoices.** The in-advance fee can be used to cover fees due when finishing care, in lieu of notice given. If all fees are up to date the advance fees will be refunded when care is finished.

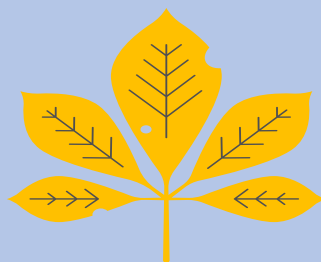
When finishing care, at least two weeks' notice is required, or notice period agreed upon per the educator's fee schedule.

Family day care is an intimate relationship between families, heavily dependent on open and respectful communication, however, a care arrangement may be cancelled if an issue arises. Your educator would firstly discuss their concerns with you, or you with them, to provide an opportunity for both parties to reach a mutually, satisfactory solution.

If a solution cannot be reached the scheme will make every effort to mediate a positive outcome between parties, or where possible, find a new educator if your current arrangement ends.

This is provided the arrangement has not been ended due to outstanding fees.

It is the scheme's responsibility to observe the quality practices of our educators and to support all involved parties. Your feedback provides opportunities for us to improve the quality of our service.



❖ Grievance Procedure

We appreciate at times it may be awkward to raise concerns with your educator or a team member, so please contact the scheme office for assistance. If you are not sure with whom to speak, our administrator Helen will be able to assist in directing you to the correct person.

If your concern involves child safety, or you feel that you did not achieve a result with the practice mentor, you will be directed to a director.

We will make every effort to facilitate a swift and positive outcome whilst working in constraints of the law where necessary.

Information provided is treated as strictly confidential and we will not disclose your details or circumstances specific to your complaint unless we have your permission to do so, or in the event of a reportable incident e.g., child safety, Department of Education.

Complaints received from an anonymous source will be investigated, however without an official complaint, the scheme may not be able to take any further action or allocate any validity to the complaint received.

Please be directed to our Complaints policy in our best Practice Guide on our website

<https://www.familydaycare.co/>

Constructive feedback is always welcome and appreciated!

Name and contact details of person to address feedback or complaints: Kim Ash – kim@pomfdc.com or 07 38885558



❖ Parents Duty of Care

It is parents' duty of care to keep the scheme and their educator updated and informed of any changes to:

- Address
- Contact numbers
- Emergency contacts
- Parenting orders, consent orders, kinship orders and court orders

This is to ensure the best interests of the educators and all children in care, are being met and supported.

❖ Scheme Policies and Procedures

All POM policies can be accessed through your educator, through the Peace of Mind Office and on the Peace of Mind Website under educator resources.

Licensing and Quality Assurance

Peace of Mind is licensed to operate as a childcare scheme under the Office for Early Childhood Education and Care. Our scheme is bound by state and federal laws and government regulations from multiple departments and operating bodies. As an integral part of our commitment to quality, Peace of Mind participates in the National Quality Framework assessment and rating process, as well as routinely undertaking our own internal audits.

Below is a table of some of our compliance bodies and the documents we reference to ensure we are operating correctly.

Protection & Licensing	OECEC—Office Early Childhood Education & Care Regional offices Parents and families Queensland Government (www.qld.gov.au)	National Law and Regulations View - Queensland Legislation - Queensland Government
CCS Compliance	DOE—Dept of Education Early Childhood Education and Care (qed.qld.gov.au)	Child Care Subsidies Child Care Subsidy - Services Australia
Quality Assurance	ACECQA— Aust Children’s Education and Care Quality Authority ACECQA	National Quality Framework Approved learning frameworks ACECQA
Family Day Care	FDCA—Family Day Care Australia Family Day Care Australia Family Day Care	Practice Mentor Framework
Health	Qld Health Home Queensland Health	Staying Healthy in Child Care ch55-staying-healthy.pdf (nhmrc.gov.au)
Ethical Practice	Early Childhood Australia Early Childhood Australia - A voice for young children	Code of Ethics ECA Code of Ethics - Early Childhood Australia

Educators are also required to operate within the guidelines of our own best practice manual, available to parents at any time, upon request, or via our website [POM FDC Best Practice Guide | peaceofmind \(familydaycare.co\)](#).

Please take a moment to become familiar with our policies. A logbook detailing any compliance issues managed through the OECEC is available for inspection at reception.

