



STANDARD THREE

FDC POL – 08 / 010

SAMARITANS FIVE STAR



FAMILY DAY CARE

Issued: April 2009

CONTENTS

STANDARD 3.1	1
CHILDREN'S PROGRAMME	1
3.1.1. Purpose and Scope	1
3.1.2. Definitions.....	1
3.1.3. Principle.....	1
3.1.4. Policy.....	1
3.1.5. Procedures	2
3.1.6. References	4
3.1.7. Person Responsible.....	4
3.1.8. Implementation and Evaluation.....	5
3.1.9. Documentation.....	5
STANDARD 3.2	9
OUTDOOR PLAY AREAS AND PLAY EQUIPMENT	9
3.2.1. Purpose and Scope	9
3.2.2. Definitions.....	9
3.2.3. Principle.....	9
3.2.4. Policy.....	9
3.2.5. Procedures	9
3.2.6. References	11
3.2.7. Person Responsible.....	11
3.2.8. Implementation and Evaluation.....	11
3.2.9. Documentation.....	11
STANDARD 3.3	12
WATERPLAY	12
3.3.1. Purpose and Scope	12
3.3.2. Definitions.....	12
3.3.3. Principle.....	12
3.3.4. Policy.....	12
3.3.5. Procedures	12
3.3.6. References	12
3.3.7. Person Responsible.....	13
3.3.8. Implementation and Evaluation.....	13
3.3.9. Documentation.....	13

FDC Policies – Standard Three

STANDARD 3.4	14
HOME VISIT POLICY	14
3.4.1 Purpose and Scope	14
3.4.2 Definitions.....	14
3.4.3 Principles.....	14
3.4.4 Policy.....	14
3.4.5 Procedure.....	14
3.4.6 References.....	15
3.4.7 Person Responsible.....	15
3.4.8 Implementation and Evaluation.....	16
3.4.9 Documentation.....	16
STANDARD 3.5	17
PLAY SESSIONS	17
3.5.1. Purpose and Scope	17
3.5.2. Definitions.....	17
3.5.3. Principle.....	17
3.5.4. Policy.....	17
3.5.5. Procedures.....	17
3.5.6. References.....	20
3.5.7. Person Responsible.....	20
3.5.8. Implementation and Evaluation.....	21
3.5.9. Documentation.....	21
STANDARD 3.6	22
GUIDING CHILDREN’S BEHAVIOUR	22
3.6.1 Purpose and Scope	22
3.6.2 Definitions.....	22
3.6.3 Principles.....	22
3.6.4 Policy.....	22
3.6.5 Procedures.....	22
3.6.6 References.....	23
3.6.7 Person Responsible.....	24
3.6.8 Implementation and Evaluation.....	24
3.6.9 Documentation.....	24

FDC Policies – Standard Three

STANDARD 3.7	25
ELECTRONIC MEDIUM	25
3.7.1. Purpose and Scope	25
3.7.2. Definitions.....	25
3.7.3. Principles.....	25
3.7.4. Policy.....	25
3.7.5. Procedures	25
3.7.6. References	26
3.7.7. Person Responsible.....	26
3.7.8. Implementation and Evaluation.....	26
3.7.9. Documentation.....	26

Standard 3.1

CHILDREN'S PROGRAMME

3.1.1. Purpose and Scope

To ensure that children's individual developmental needs are met in a caring, stimulating and supportive environment that extends their interests. To ensure that families feel informed and included in this part of their child's life.

All carers must provide a program of activities and experiences that are designed to stimulate and develop the child's sense of self, the communicating child, the physical child, the thinking child, social child, the feeling child, the creative child and the spiritual and aesthetic child.

3.1.2. Definitions

Sense of self:- perception of own levels of wellness, health, abilities and emotional awareness.

Communicating child:- verbal and nonverbal communicating through listening and interpreting.

Physical child:- physiology, health, nutrition and motor skills.

Thinking child:- curiosity and desire to know and find out.

Social child:- relationships and interactions with others.

Feeling child:- emotional expression and awareness.

Creative child:- innovation and self-expression.

Spiritual:- meaningful experiences and expressions of belief.

Aesthetic child:- realism, appreciation of beauty.

OSH:- Outside of School Hours Care

3.1.3. Principle

Samaritans Five Star Family Day Care will provide a high quality program that extends the interests and is developmentally appropriate to the needs of the children attending, and stimulates and provides for each child's development as outlined in the NSW Curriculum Framework, complementing the care they receive from their families.

3.1.4. Policy

- Children will be treated as individuals and have the opportunity to meet their full potential, in a non biased stimulating environment that has families and carers working together.
- Carers and staff will comply with the Children's Services Regulations 2004, the Child Care Accreditation system and NSW Curriculum Framework 2001 when providing their program.

3.1.5. Procedures

3.1.5.1 Children's Learning

- The Carer (and appropriate service-staff when providing play sessions) will be responsible for the development and evaluation of an atmosphere and environment which is responsive to the needs of each individual child and to the group as a whole which reflects the philosophy and goals of the service. Individual children's needs and interests will be met through the principles of the curriculum framework by providing a warm open environment, equal opportunity, and a variety of stimulating experiences.
- Staff and Carers will be provided with opportunities to further their knowledge of child development theories and practice and to regularly update on relevant child care issues.
- The Service and Carers will obtain a copy of the Children's Services Regulation 2004 and amendments, and will develop programs according to the stated principles.
- The learning environment will be balanced i.e. provide for indoor/outdoor learning experiences, quiet/active times, individual/small group/large group times, time for individual carer and/or staff/child interaction, individual and group interests, children with additional needs, and be flexible enough to allow for spontaneity and the unexpected and for children's interests to be explored.
- The play and learning program will be child centred taking into account the interests, abilities, developmental levels and additional needs of the children and will allow children to experience a variety of materials and pursue their own interests. There will always be alternative choices when a child does not wish to participate in a particular activity. Children will be provided with opportunities to freely choose and select experiences.
- Children will be appropriately supervised at all times. Carers and Staff will join in the children's play and encourage them to try new experiences where appropriate.
- Carers/Staff will be supportive and encouraging and communicate with children in a friendly, positive and respectful manner. They will form warm relationships with each child in their care. When communicating with children Carers/Staff will ensure they are at the child's eye level.
- Routines will be built around the regular events of the day i.e. arrival, snacks/drinks, toileting/nappy change, main meals, washing, dressing, sleeping and departure, and will take into account the interests of individual children, children's attendance patterns, climate and physical environment, the numbers and ages of children within a given group, children with additional needs, new children entering the group and family expectations. The routine plan must be displayed.
- When planning routine excursions or excursions of any nature away from the Carers home, consideration should be given to the time spent away from the home and in particular travelling, and the impact this has on the children's learning. All outings would be recorded and displayed for families.

3.1.5.2 Transition to other Learning Environments

- The Coordination Unit will make available to families, on request, contact details of other early childhood programs including long-day care, pre-school, infants' schools, OSH, play sessions, early childhood centre and early intervention services.

- Carers and staff will assist children and families in the transition to other early childhood programs or to school, where appropriate.
- Carers and staff will support and resource families in the decision making and transition process. e.g. school/pre-school orientation programs, school/pre-school open/information days, enrolment, immunisation requirements.
- Carers and staff will provide information to families regarding programs, activities and experiences aimed at assisting in the preparation of children for school.
- School will be promoted positively within the scheme.
- Carers will encourage children to develop social and emotional competence to support their transition to school and this will be reflected in their planning.
- Carers will develop activities and experiences which prepare children for school entry by:
 - encouraging interactions with peers in games and activities
 - encouraging the development of language and literacy skills in conversations and by reading books
 - developing simple routines
 - encouraging self-help skills (e.g.: dressing, toileting, eating, looking after belongings).
- The Coordination Unit will ensure that a child with additional needs has been referred to the local Department of Education Early Intervention School Transition Officer at least six (6) months prior to school entry.

3.1.5.3 Written Records

- Carers will maintain their own format and methods of documenting the children's routines, developmental programs of experiences and activities and evaluations of the programs and plans. Carers will make at least one written entry on the program per child per week or per fortnight as identified by the Authorised Supervisor. All documentation must be treated as a confidential record.
- The Coordination Unit will provide support to the Carer to develop and evaluate their children's plans
- The records developed on individual children will incorporate observations of stages of development, recommendations for program planning, and the relationship with the overall children's program/plan.
- The Carers and staff will be responsible for working co-operatively to monitor the individual development and needs of each child within their care, and for evaluating plans in relation to the stated philosophy and goals.
- Carer's will maintain up-to-date records on each child in care.
- Records required by The Children's Services Regulation 2004, in relation to programs include:-
 - an outline of the structure of the child's day
 - developmental records for each child
 - a program of activities and experiences
- Copies of these records will be provided to the co-ordination unit regularly and kept up to date.

3.1.5.4 Equipment

- There should be a variety of equipment for both indoor and outdoor use that is reflective of the children's interests and development.
- Equipment should be provided in sufficient quantity not to cause conflict between children.
- Children will have free and ready access to a variety of books and writing materials. Carers will provide opportunities to read to both the individual child and the group.
- There will be a range of commercial, natural and simple home-made materials and resources available to the children. The materials and equipment provided in the environment will invite children to use them in creative and imaginative ways.

3.1.5.5 Carer, Staff and Parent Participation

- Families will be provided with information about their child's experiences, involvement and development, complementing their role as parent.
- Plans will be available for observation and reflection by families. Families will be encouraged to participate in planning and program development. The extent to which families wish to be involved will be respected.
- Play session plans will be available for Carers and families who may discuss any aspect of the plan with staff.
- Families will be encouraged by Carers to follow through on the programs offered to the children.

3.1.5.6 Cultural Elements

- Planning should reflect the values of Samaritans inclusive practices as reflected in Standard 1.
- Planning will endeavour to reflect cultural differences.. The staff and carers will celebrate special events with children that reflect a variety of cultural heritage and ethnic origins, in particular of those attending the service.
- The Carer will provide a variety of toys, resources and equipment for all children to experience regardless of gender.

3.1.6. References

- Quality Practices Guide 2nd Edition National Childcare Accreditation Council
- Guiding Children's Behaviour in Positive Ways [NCAC, Ref #6]
- Hewitt, D., So this is normal too! Red Leaf Press. 1995.
- Stonehouse, A., Dimensions – Excellence in many ways. NFDCA 2004.
- Stonehouse, A & Duffie, J. The Practice of Relationships. NSW Curriculum Framework. 2001.

3.1.7. Person Responsible

Staff are responsible for:

- recognising the professionalism of carers and providing resources, training and support to ensure appropriate evidence of planning for the scheme records.
- providing role modelling of best practice planning at play sessions.
- monitoring planning and offering suggestions and ideas for future experiences.

Authorised supervisor is responsible for providing staff and carers with the opportunity for training, information and adequate resources about programming and changes to current thinking and philosophy in childcare.

Carer is responsible for the development and evaluation of individual and group plans for each child and for creating an atmosphere and environment that is responsive to the needs and interests of each individual child and to the group as a whole which reflects the philosophy and goals of the Service.

3.1.8. Implementation and Evaluation

- Feedback given to/from families, staff and Carers about individual and group programs.
- QA Surveys
- Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Standard Policy Development.

3.1.9. Documentation

- Portfolio/Learning Journals
- Individual Child & Group Plans/programs
- Home Visit Records
- Home Visit Notes
- Attachment 1 – Basic Equipment
- Attachment 2 – Observation and Development Records
- Attachment 3 – Sample School Readiness Checklist

APPENDIX 1

BASIC EQUIPMENT LIST

OUTDOOR

- ☆ Spades and buckets
- ☆ Toys with wheels
- ☆ Sand/water play
- ☆ Balls

INDOOR

- ☆ Big blocks
- ☆ Washable soft toys/rattles
- ☆ Small balls
- ☆ Push and pull toys
- ☆ Construction/building toys
- ☆ Musical instruments
- ☆ Trucks and cars
- ☆ Puzzles
- ☆ Dolls

GENERAL

- ☆ Dramatic play/dress ups
- ☆ Puppets
- ☆ Child size table and chairs
- ☆ Quality books

CRAFT

- ☆ Paper and scissors
- ☆ Paint and brushes
- ☆ Playdough
- ☆ Collage
- ☆ Printing
- ☆ Large crayons/pencils/textas

APPENDIX 2

OBSERVATION AND DEVELOPMENT RECORDS

From FDCQA Quality Practices Guide 2nd Ed.

It takes thoughtful planning to provide opportunities and experiences that are child focused and promote and extend each child's learning and development.

OBSERVATIONS:

The first step in planning experiences for children is to observe them in the learning environment. These observations are to be documented and used to assist the carer to plan play experiences. Consider the following when observing a child:

- What is the child interested in?
- What things does the child do well?
- What does the child like to talk about?
- Is there any particular activity the child enjoys?
- Has the child formed a particular attachment to any other child or group of children?
- What are the main themes of the child's play?
- Are there any areas of the child's learning which may need further development?

RECORDING IDEAS:

Decide on a method of recording that is suited to your individual care situation. Some suggestions include:

- Written notes about the child's day and responses – in a diary, on sticky notes, note book, computer records, communication book.
- Photos, videos or audio tape recordings – with parent's permission.
- Child portfolios - samples of children's artwork/creations in a folder or scrapbook.
- Developmental checklists or other formal recording methods (e.g.: running records).

All documentation must be dated and made available to the family of the child.

EVALUATIONS:

Carers will reflect on their day of care and document their evaluation of the learning environment offered to children. These reflections will help to plan the next day's care. Consider the following when evaluating the day's experiences:

- How did the child/children respond to the experience?
- What things did you learn about the child/children or yourself?
- How can this experience be improved, modified or extended next time?
- Have the children shown interest or excitement in other areas?

WHY PLAN PLAY EXPERIENCES?

- Organise and manage your resources and environment.
- To increase each child's enjoyment and learning.
- To minimise negative behaviour.
- To inform and involve parents in their child's care.
- To set and achieve goals for yourself and the children.
- As an ongoing record of children's development and interests.
- To provide a professional quality childcare service and increase your job satisfaction.

APPENDIX 3

SAMPLE SCHOOL READINESS CHECKLIST

- I know my full name
- I know where I live
- I know my telephone number
- I can read my name when it is written down
- I can recognise my own belongings (school bag, jumper, raincoat)
- I can remember where I put things
- I can take my jumper/cardigan/jacket on and off
- I can undo my school bag
- I can undo my lunch box/drink bottle etc
- I can take my own shoes and socks on and off
- I can use a handkerchief/tissue correctly
- I can go to the toilet by myself
- I can carry my own school bag
- I can give school notes to one of my parents
- I can deliver a note from home to my teacher
- I can talk in sentences/ask questions
- I know some songs/rhymes
- I answer when I am spoken to
- I can make other people outside the family understand what I want
- I can listen without interrupting while someone else is talking
- I like to listen to stories
- I like to look at books and I can talk about the pictures
- I can share – sometimes
- I can wait my turn – sometimes
- I can complete an activity or game
- I can pack away and tidy up when I am finished
- I can help with little household tasks
- I can follow simple instructions
- I eat my playlunch and lunch
- I can look after books, games, toys etc
- I can look after my pet
- I can play with others
- I can play by myself
- I can draw with a crayon and a pencil
- I can have a go at writing
- I can use a pair of scissors

Standard 3.2

OUTDOOR PLAY AREAS AND PLAY EQUIPMENT

3.2.1. Purpose and Scope

To ensure children are safe and enjoy themselves and have the opportunity to practice and learn new skills with a variety of equipment and in an environment that is inclusive, stimulating and appropriate, for different ages and levels of development.

3.2.2. Definitions

3.2.3. Principle

All equipment purchased for the Family Day Care Service will meet Australian safety standards, when available and be appropriate to the developmental stages, interests and culture of the children in care.

3.2.4. Policy

Staff and Carers will be diligent to ensure that all equipment is kept in a thoroughly safe, clean and hygienic condition and in good repair at all times, and stored in a safe manner. Children will be encouraged to use equipment appropriately and will be closely supervised at all times when using outdoor play equipment.

3.2.5. Procedures

- Families will be invited to provide information about the outdoor activities their children enjoy at the time of enrolment and at intervals thereafter.
- All new equipment purchased by either Staff or Carers will be compliant with Australian Safety Standards when available.
- Children will be carefully introduced to new equipment and encouraged to use and care for them appropriately. All equipment used for climbing, jumping and swinging will be closely supervised by Carers and/or Staff at all times.
- Equipment that should only be used under supervision will be stored so that children are unable to gain unsupervised access to the equipment and secured in a manner that prevents equipment falling on, entrapping or otherwise injuring a child, Carer or staff member.
- All play equipment used for jumping, climbing and/or swinging will be placed on stable level ground, be securely fixed in position, placed in areas which are not used as walkways, and will be a minimum distance of 1.9 meters from surrounding objects onto which a child may fall or jump.
- All play equipment used in the provision of childcare will be checked on a daily basis by carers/staff to ensure it is in a clean condition and for signs of wear and tear which may cause injury. Any equipment found to be in need of repair/maintenance would be immediately removed from the play area until such time as repairs/maintenance can be affected.
- Play equipment (whether fixed or not) used on the premises of a children's service must not constitute a hazard to children at the service because of:

FDC Policies – Standard Three

- the height from which a child can fall, or
 - the likelihood that a child can be trapped, pinched or crushed in the equipment or struck by it, or
 - sharp or rough edges and projections or rust, or
 - lack of stability
- It is recommended that all play equipment should have no jutting edges and at least 250mm of impact absorbing material, soft fall when play equipment is over 500 mm high (AS/NZS4422:1996). Soft fall should cover the fall zone, 1.9m from the equipment (AS/NZS4422:1996).
 - It is recommended that swing equipment will be provided with soft fall surfacing as above in the areas in which a child may fall a height of 500 mm or more. Swing seats should be made of a soft flexible plastic and there should be no more than two swings with at least 600mm between them. Chain links should be covered with plastic tubing. Plank, boat and cradle swings will not be used in the care environment as recommended by Kidsafe.
 - Equipment with a fall height of 1.5 meters or above shall not be used by children under the age of five (5) years. Equipment with a fall height of 1.9 meters or above shall not be used in the provision of care under any circumstances.
 - Equipment with a fall height of 750 mm or above shall be made inaccessible to children in care unless under close supervision.
 - Carers and/or staff will provide close physical contact for children under the age of three (3) years when using equipment with a fall height of 500mm or above.
 - Children in care shall not use full sized junior or senior trampolines. Mini trampolines or rebounders may be used under the following conditions:
 - carers/staff will provide constant supervision at all times
 - only one child at a time is permitted to use the rebounder/mini-trampoline
 - the frame and springs of the equipment must be padded
 - a cleared area of at least two meters will be provided around the rebounder/mini trampoline
 - no somersaults are permitted.
 - All full sized junior and senior trampolines in place at the home of a Carer will be securely stored so as to prevent children gaining access to the equipment.
 - It is recommended that correctly fitted helmets and pads be worn, where appropriate, when children use bikes, scooters, skates or skateboards.. Wheeled devices should not be used in or near traffic, only in safe riding areas. Ensure that ride on toys are appropriate to the age of the child and are stable. Children should wear their own helmets or carers should wash/clean helmets after each use.
 - All cubby houses should be safely constructed, not pose a fall risk, be cleaned regularly and free of vermin and pests including spiders.
 - Sandpits are to be covered when not in use. Ensure covers are elevated to minimise pooling of water. Regularly clean, rake and remove broken toys/debris and any contaminated sand and materials. Sand should be replaced regularly. Sandpit covers need to be stored safely.

3.2.6. References

- NSW Playground Advisory Unit KIDSAFE NSW
- Child Accident Prevention Foundation of Australia, KIDSAFE NSW
- Occupational Health & Safety Act 2000
- Occupational Health & Safety Regulation 2001
- AS/NZS 4422:1996

3.2.7. Person Responsible

Staff are responsible for assisting Carers in recognition of safe and appropriate equipment to enhance the learning of children.

Authorised supervisor is responsible for providing information, training and resources to enhance Carers and staff knowledge of equipment and safety.

Carers are responsible for maintaining and providing equipment in a safe condition, appropriate to the program of activities, which is easy to store and access and does not present unnecessary risk of accident or injury to children.

3.2.8. Implementation and Evaluation

Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.2.9. Documentation

- Carer Individual & Group Plans/programs
- Hazard Identification Checklist

Standard 3.3

WATERPLAY

3.3.1. Purpose and Scope

To minimise the risk of drowning by children in care.

3.3.2. Definitions

3.3.3. Principle

Children are to be provided with a safe and secure environment.

3.3.4. Policy

Samaritans Five Star Family Day Care believe that children should be provided with an environment that provides a variety of learning opportunities while ensuring the safety of children around water at all times.

3.3.5. Procedures

- Children in care are permitted to play under the hose or sprinkler, use children's sand buckets, plastic spray bottles etc. for water play purposes. The Carer must ensure care is taken that water does not collect during water play activities. While recognising water play as a positive learning experience respect for water as a valuable resource should also be considered.
- The use of portable or collapsible wading pools is strictly prohibited.
- Large containers of water for the use of water play may be used when:-
 - the container is off the ground (on a table)
 - there is constant immediate supervision
 - the container is emptied immediately if the carer is no longer able to provide close supervision
 - the container is stored so as to prevent collection of water and is inaccessible to children
 - there is a risk management plan
- Pool filters at carer's premises must be inaccessible to children.
- Pools at Carer's homes - Service to be provided with copy of compliance with Council Regulations and the Swimming Pools Act.

3.3.6. References

- Quality Practices Guide 2nd Edition
- Stonehouse, A., Dimensions – Excellence in many ways. NFDCA 2004.
- NHMRC. Staying Healthy in Childcare.
- Child Accident Prevention Foundation of Australia, KIDSAFE NSW.

3.3.7. Person Responsible

Staff are responsible for reinforcing with carers water safety.

Authorised supervisors are responsible for:

- providing information and training about water safety
- reinforcing with carers water safety.

Carers are responsible for providing activities for children that are safe at all times.

3.3.8. Implementation and Evaluation

Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.3.9. Documentation

- Home visit reports
- Daily risk assessments
- Carer home safety checks

Standard 3.4

HOME VISIT POLICY

3.4.1 Purpose and Scope

To provide carers with ongoing support and advice. It is imperative that Carers comply with current regulations and policies to ensure a quality child care service is provided. Home visits will be consistent for all Carers and follow a written format and procedure, allowing for flexibility if required.

3.4.2 Definitions

Home Visit: A Co-ordination Unit staff member attends a Carers residence.

CDO: Child Development Officer - Trained person responsible for monitoring home visits and reporting on compliance.

3.4.3 Principles

Carers and co-ordination unit staff will deliver a high quality service to children and their families.

3.4.4 Policy

The Co-ordination Unit will conduct home visits on a regular basis, where there will be opportunity to monitor and give feedback in regard to the service offered to families and the quality of care for the child.

Carers will be given opportunity to interact with staff to seek resources, and gain further knowledge if required.

Professional courtesy should be given by the Carer and staff during the course of a visit.

3.4.5 Procedure

- Carers will receive an impromptu monthly home visit from a staff member, usually a CDO.
- Carers are only to be visited if they are working.
- The Carer must be present for a home visit to take place.
- The CDO will complete a home visit form which covers the following areas:
 - The Children in care.
 - Other adults and children present at the time of the visit.
 - Time of arrival and departure.
 - Regulatory requirements.
 - Whether the visit is announced /unannounced.
 - Occupational Health and Safety.
 - Interactions.
 - The Physical Environment.

- Children's experiences and development.
 - Health, hygiene, nutrition, safety and well being.
 - Carer/ co-ordination management.
 - Carer comment.
 - CDO/staff comment
- If the Carer feels that a child may need referral and/or additional support they can request a specific appointment for a staff member to observe the child in care. The staff member will document their observations and discuss with the carer and the family
 - If a child has been observed by the CDO/staff feedback will be given to the Carer at the time. A copy of the observation will be placed in the child's file.
 - The parent will be contacted and feedback given about the child's developmental progress.
 - CDO's may provide an experience for the children to participate in during the visit.
 - The Carer will be invited to comment about the visit and give feedback to the co-ordination unit.
 - CDO's are to be respectful of Carers written programs and routines, and wherever possible ensure minimal disruption to the routine.
 - If attending a Carer home visit and something is noticed that is unsatisfactory, it is to be noted on the home visit sheet, and the Carer asked to rectify the concern. If it is a safety concern the CDO won't leave until the problem has been fixed. If it is something the Carer doesn't need to do immediately then the CDO will follow up on the next visit, or give a time frame to be completed by.
 - If major concerns are noted the CDO will contact the authorised supervisor before leaving the premises, i.e.; going over numbers, serious breaches in safety, Carer not in attendance, child protection issues, or consuming alcohol.
 - Each family whose child was visited on the day will be left a note advising of the visit and/or a photo of the child in care will be sent to the family home.

3.4.6 References

- Quality Practices Guide 2nd Edition, NCAC
- Guiding Children's Behaviour in Positive Ways [NCAC, Ref #6]
- Hewitt, D., So this is normal too! Red Leaf Press. 1995.
- Stonehouse, A., Dimensions – Excellence in many ways. NFDCA 2004.
- Stonehouse, A & Duffie, J. The Practice of Relationships. NSW Curriculum Framework. 2001.

3.4.7 Person Responsible

Carers are responsible for adhering to policies and regulations and allowing the CDO entry to their home.

Co-ordination Unit is responsible for:

- conducting home visits to Carer homes, and providing feedback to Carers and families
- ensuring carers follow up and rectify any breaches in regulations and or policies. This may include referral to Samaritans Human Resources or management.

3.4.8 Implementation and Evaluation

- The Home Visit form will be completed at the time of the visit, with the Carer and CDO signing.
- The home visit will be discussed by the CDO with the authorised supervisor monthly. Any serious concerns/ breaches will be discussed immediately.
- Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.4.9 Documentation

- Home Visit forms- one copy to the Carer, one copy on the Carer's file.
- Children's Home Visit Observation forms- one copy discussed/sent to the parent, and one copy to the child's file.

Standard 3.5

PLAY SESSIONS

3.5.1. Purpose and Scope

To provide clear guidelines for the operation of play sessions for staff and carers, ensuring a positive experience for all.

3.5.2. Definitions

3.5.3. Principle

Play session provides the opportunity for children to experience a large group setting with the support of caring familiar adults, while providing carers with the opportunity to network and gain skills and knowledge from their peers.

3.5.4. Policy

Samaritans Five Star Family Day Care believes play sessions should be a fun and stimulating opportunity for children to develop new skills and a positive environment for Carers to share their knowledge and support each other.

3.5.5. Procedures

3.5.5.1 Guidelines For Carers

- Keep the current Play session Calendar in a safe place and note the allocated days.
- Notify the Co-ordination Unit by 12.00 noon the day before (or as early as possible), if you know you will be attending play session.

Bring:

- The family play session fee (correct money would be appreciated – change is sometimes difficult to keep on hand – it is not necessary for Carers to pay for their own children)
- Morning tea including drinks for the children (provided by families) –water is available at all times – please ensure parents comply with the Nutrition Standard.
- Sun hats and sunscreen for children and yourself.
- Change of clothing (especially in cold weather) in case children get wet.
- Nappy change requirements, bottles etc. for babies (a change table and gloves are provided)
- Copies of children's emergency information (copy of enrolment form has everything you need)
- Scheme's emergency card (carried in your wallet)

FDC Policies – Standard Three

- When you arrive, if you need assistance getting children out of the car, please call to staff.
- **ALWAYS REMEMBER** to sign the Emergency Evacuation/Play Session Attendance Book immediately on your arrival. Note the names of families you are paying for and leave money in container provided when you arrive. Please note on attendance sheet if you have approval for photos for the children in your care.
- If you arrive before play session starts please stay with your children in the sandpit or designated play area to allow staff to complete setting-up and safety checks.
- Play sessions are structured to be fun, relaxed and informal, however, children need constant supervision. You should be aware of the whereabouts of the children in your care at all times and attend to their needs when appropriate.
- Every adult at play session is responsible for the safety of every child in their immediate vicinity. If you see a child acting in an unsafe manner or an accident about to happen **TAKE IMMEDIATE ACTION** to ensure safety.
- If you notice a piece of equipment has become broken or unsafe, remove it and report it to a staff member. Your help in maintaining a safe environment is crucial.

DON'T FORGET YOU ARE ALSO WELCOME TO HAVE FUN!!!

- Children are free to explore and choose activities they wish to take part in. Your encouragement, participation in all activities and interaction with the children will help them to get the most benefit from the equipment and activities provided.
- Staff will be assisting with supervision and carrying out formal observations of children's development as well as being available to discuss with you any concerns you may have.
- If morning tea is offered you will be expected to wash-up any morning tea items used
- We value your skills and expertise and you are encouraged to contribute ideas and suggestions relating to the operation of Play session or activities provided. You are always welcome to provide and/or conduct an activity at play session. Please let staff know if you would like to become involved in this aspect.
- Play sessions are provided for two hours. After this time staff will not be available to supervise children. If it is necessary for you to stay on (e.g. waiting for transport) you are welcome to organise a game for your children while you wait, or perhaps give the children a picnic lunch under the trees. Please do not allow children to go into the storage sheds.

3.5.5.2 Packing Away and Cleaning Procedures

(for coordination venue play sessions does not apply to home visit play sessions)

- Clean off any obvious dirt, paint, glue etc and pack away easels, paint stand, climbing equipment, bikes prams water trolley etc so as not to obstruct entry/exit.
- Ensure walk boards are dry before packing away.
- Clean and stack chairs and clean and return tables to appropriate area (remove legs and stack safely).
- Wash, and if necessary, soak aprons and hang to dry.
- Collect and rinse sand toys and pack away.
- Sweep sand back into sandpit and cover sandpits.
- Wash up any morning tea things and return to cupboards.

- Wash, sort and pack construction, indoor and baby toys into containers and return to shelves/shed/car.
- Sort and distribute artwork/craft.
- Clean and store away art/craft utensils.
- Remove any garbage to sulo bin, including contents of nappy and hand towel bins, clean bins and replace liner.
- Replenish hand towel, tissues and liquid soap dispensers.
- Wash/disinfect tap handles, toilet seat, hand basins, nappy change area, mouthed baby toys.
- Ensure toilet area and hand washing area is tidy and free of paper scraps.
- Visually check grounds for lost property and stray toys and store or return to office.
- Ensure windows are closed and locked; light in playroom is off; sheds are locked; then return keys; emergency evacuation/ play session attendance book and money (counted) to office.

3.5.5.3 Play Session Plan

- Staff shall develop a written plan/program of activities to be offered to children in care at play session in accordance with Samaritans Five Star Family Day Care Policies and Standards.

3.5.5.4 Participation in Community Play Sessions

- Carers shall be encouraged to attend and participate in play sessions conducted by community organisations where:
 - Play sessions conducted by the Scheme are unavailable or it is impractical for a carer to attend
 - to enhance children's learning experiences and social interaction
- Carers shall charge usual fees for care during attendance at play sessions together with the fee for play session. Should carer's attend more than one play session each week (either conducted by the Scheme or conducted by a community organisation) only one fee for play session may be charged to families.

3.5.5.5 Family Participation

- Families of children registered with the Service for care shall be encouraged to attend or visit play sessions conducted by the Service whenever possible.
- Families shall be encouraged to provide input into the program of activities offered to children in accordance with Samaritans Five Star Family Day Care Standard Children's Experiences and Learning.
- Where fees are charged by the Service for play sessions, families attending play sessions with children shall be asked to contribute the appropriate fee unless the family is attending the play session to visit their child while in care.
- Families attending play sessions shall observe the provisions of Samaritans Five Star Family Day Care Policies and Standards.
- Families shall be encouraged to provide feedback on play session plans and activities.

3.5.5.6 Community Participation

- Participation by individual community members and/or Organisations in play sessions conducted by the Service shall be encouraged by invitation.
- Each community member participating in play sessions shall observe the provisions of the Samaritans Five Star Family Day Care Standard Volunteers/Students/Visitors at all times.
- The conduct of play sessions at community venues shall be in accordance with Samaritans Five Star Family Day Care Standard Excursions

3.5.5.7 Volunteers/Students/Visitors

- All volunteers, students and visitors shall comply with the Samaritans Five Star Family Day Care Policies and Standards.
- All volunteers, students and visitors shall sign the Emergency Evacuation/Attendance/Payment Register immediately on entering any play session and shall participate in emergency evacuation drills if called upon by staff.

3.5.6. References

- Occupational Health & Safety Act 2000
- Occupational Health & Safety Regulation 2001
- Relevant OH&S Standards

3.5.7. Person Responsible

3.5.7.1 Staff Responsibilities

- Staff shall (where Service resources permit) provide regular Play sessions for the children in care and shall develop a written plan/program of activities for each play session having regard for the number, ages and interests of the children attending.
- Staff shall (where Service resources permit) provide equipment and resources, prepare play activities and equipment prior to the commencement of play sessions and ensure safe handling and secure storage of equipment at the conclusion of each play session.
- Staff shall ensure any premises used for play sessions provided by the Service:
 - provide ease of access to Carers and children (including children with additional needs)
 - is maintained in a safe, clean condition and is free of vermin
 - provides opportunity for both active and passive play
 - is securely bounded to prevent access to traffic or other hazards
 - provide facilities which comply with the Service's Standards.
- Staff shall assist Carers with supervision of children and shall encourage and support children to participate in the range of activities provided, ensuring that children have opportunity to freely choose activities and extend their interests.
- Staff shall conduct regular emergency evacuation drills of the play session premises at minimum intervals of once per school term and shall ensure free access to emergency exits is maintained at all times.

- Where Service resources permit, staff shall conduct a large group session for children in care incorporating opportunity for language, literature, music and movement expression at each play session.
- Staff shall carry out regular evaluations of play sessions including evaluation of plan/program, observation of individual children's development and recommendations for ongoing plans to ensure the needs of individual children are met and that interests are encouraged.
- Staff shall ensure the Service occupational health and safety standards are maintained at all times when handling equipment and conducting play sessions.

3.5.7.2 Carer Responsibilities

- Carers shall at all times be responsible for the safety and supervision of children in their care (in accordance with the Scheme's supervision policy) and shall personally attend to children's' toileting and/or nappy changing.
- Carers shall encourage and support children to participate in the range of activities provided but shall ensure children have the opportunity to freely choose from the play activities offered.
- Carers shall ensure that the play environment is maintained in a safe and hygienic condition at all times and shall ensure the play area is at all times free of:
 - cigarette smoke
 - hot liquids or surfaces
 - spilled substances which may present a hazard to children and/or adults
 - equipment and/or substances which would present a safety hazard to children having regard for children's ages and development
 - risk for children to handle or ingest foodstuffs or drinks used by other children and/or foods not compliant with the nutrition policy.
- Carers shall be familiar with emergency exits and emergency evacuation procedures relevant to the premises in which Play session is conducted and shall participate with children in care in regular evacuation drills of the premises.
- Carers shall assist staff with and encourage children to participate in (where appropriate) packing away of equipment used at the conclusion of the Play session.

3.5.7.3 Authorised Supervisor Responsibilities

To ensure that play session provides a positive learning experience for carers and children, that the value of play session is maintained and that it doesn't become an economic or physical burden upon the scheme.

3.5.8. Implementation and Evaluation

Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.5.9. Documentation

- Play Session Plan/Program & Evaluation
- Play Session Records
- Play Session Hazard Checklist
- Emergency Evacuation/Attendance/Payment Register

Standard 3.6

GUIDING CHILDREN'S BEHAVIOUR

3.6.1 Purpose and Scope

Guiding children's behaviour requires a broad approach which will in the first instance keep children physically and psychologically safe and will gradually guide them to communicate needs verbally, to learn the skills to relate socially with others, to solve their own problems and to ask for help when needed. It requires an approach, which understands behaviour as a form of communication linked to the child's cognitive, physical, social and emotional state. It also means that adults create a physical and emotional environment that facilitates personal and social growth.

3.6.2 Definitions

Positive- characterised by optimism.

3.6.3 Principles

Well-designed programs, based on knowledge about children as individuals should be seen as integral to guiding children's behaviour.

It is important that adults who work with children have an understanding of their own attitudes, values, underlying beliefs and feelings in relation to children's behaviour. When guiding children's behaviour, individual temperaments and needs will be taken into account.

3.6.4 Policy

Samaritans Five Star Family Day Care will provide a secure, nurturing and stimulating environment which encourages children to co-operate, enhances their self esteem and encourages their ability to interact with others enabling them to develop the skills to self-regulate their behaviour.

3.6.5 Procedures

- Behaviour should be seen as an expression of feelings or an attempt to meet immediate or underlying needs. Carers and staff should be aware of what the child is trying to communicate, validate the child's feelings, and deal with the underlying problem as well as guiding the child towards more appropriate ways of communicating needs and of interacting pro socially with others.
- Carer/staff responses to and strategies for guiding children's behaviour should take account of the child's whole life situation.
- We will acknowledge family and cultural attitudes to behaviour within the boundaries of the safety and well being of children, but not to be stereotyped, as reactions vary from child to child as well as from culture to culture.
- Carer/staff responses should include consideration of and possible assessment for physical and emotional indicators that could be affecting behaviour.
- Carers and staff should seek to develop, in a collaborative way, partnerships with families, which support them in feeling confident and open in exploring options for addressing their children's needs at home or in the FDC Setting. Carers and staff

and families should work together and share information to try to identify stresses that might affect the child's behaviour. Carers and staff need to be culturally aware so they understand why some families might find it difficult to approach them or cooperate

- Policies and procedures should be flexible.
- There will be no form of isolation, withdrawal of affection and/or negative actions, which, humiliate, frighten, intimidate or threaten the child/ren.
- Strategies for guiding children's behaviour should be framed in positive language and enhance the child's self esteem.
- Children should be guided towards appropriate ways of meeting needs and expressing feelings.
- Children will be given positive guidance, emotional support, and encouragement in their learning
- Carer/staff focus should be on the behaviour, not the child, and positive behaviours and strengths of the child should be encouraged. Children should believe that acceptance does not depend on behaviour.
- Carer/staff responses to behaviour should be appropriate to the developmental level and emotional and cultural understanding of each individual child.
- In meeting the needs of the individual child, consideration should also be given to the needs of all other children in the group.
- Expectations should be clearly articulated and consistent. These should be orientated towards the respect for and safety of people and property rather than towards authoritarian ends. Children should be involved in the formulation of group expectations as far as they are able.
- Opportunities for guiding behaviour should be seen as opportunities for new learning.
- We will support families who are experiencing stress, through family-friendly practices and linking families into relevant support networks.
- Carers/staff working with children should model positive and respectful behaviour in all interactions.
- If the challenging behaviour has not responded to consistent individual behaviour guidance and management strategies, the Carer should seek additional support and resources. Ongoing concerns about such problems need to be addressed with the child's family and referral to support services should be actively pursued.
- All stakeholders are required to adhere to this policy whilst in the Carers home or the Co-ordination Unit.
- Carers should treat all children in the care environment, including their own children, in accordance with the guidelines of this Standard.

3.6.6 References

- Quality Practices Guide 2nd Edition NCAC
- Guiding Children's Behaviour in Positive Ways [NCAC, Ref #6]
- Stonehouse, A., Dimensions – Excellence in many ways. NFDCA 2004.
- Hewitt, D., So this is normal too! Red Leaf Press. 1995.

3.6.7 Person Responsible

Staff are responsible for being positive role-models and providing information and support to carers.

Co-ordination Unit is responsible for providing training and support for Carers and staff and to ensure the availability of current information.

Carers are responsible for:

- ensuring that the care environment supports the learning and emotional development of the children
- communicating to parents and ensuring consistency of expectations.

Families are to:

- share with Carers and Staff the priorities/goals families have for their child/ren while in FDC
- provide input into establishing and maintaining their child/ren's programme.

3.6.8 Implementation and Evaluation

- Families when attending Carers homes
- Carers whilst providing care
- Staff members of the Coordination unit whilst interacting with children.

Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.6.9 Documentation

- Parent/ Carer surveys
- Child Development Records
- Home Visit Records [Completed by CDO's]
- Child's Individual Plan

Standard 3.7

ELECTRONIC MEDIUM

3.7.1. Purpose and Scope

To ensure the use of electronic medium and information technology is planned to enhance the learning experiences of children.

3.7.2. Definitions

Electronic medium - television, computer and video during the hours care is provided.

3.7.3. Principles

Children learn best through practical experiences. Samaritans Five Star Family Day Care acknowledges that the use of electronic medium can be beneficial to the children in care providing it is part of a balanced programme.

3.7.4. Policy

The use of electronic medium and information technology should be child focused and carefully planned.

3.7.5. Procedures

- The use of electronic medium and information technology should be planned, monitored and evaluated in the same manner as all programme activities.
- Carers are to choose material that ensures the content is appropriate for the ages of the children. G rating only, unless written authorisation by parents of all children that will be viewing or attending care that day is obtained.
- Carers are to maintain supervision of children watching television programs during rest time and discuss emergent issues with them.
- In consultation with Families, Carers/staff are to encourage children to use the Internet to support their learning, if available.
- The Internet is to be monitored, if used. Carers/staff are to closely monitor all Internet 'surfing'.
- Carers can provide opportunities for children to practice using technology for example: printing birthday cards, use of drawing programs, or educational activities.
- Carers are to make available alternate activities during times when television, computers or videos/ games are in use.
- The television, computer and video is not to be used as a substitute for quality interactions between Carer and Children.
- If electronic medium and information technology is used carers should be available to provide discussion and further investigation of emerging interest.

3.7.6. References

- Quality Practices Guide 2nd Edition: NCAC

3.7.7. Person Responsible

The Carer is responsible for the implementation of this standard.

The Coordination Unit is responsible for monitoring the implementation of this standard.

3.7.8. Implementation and Evaluation

- Home Visits Records
- Carer programs/plans

Note: Policy review will take place in accordance with Samaritans Five Star Family Day Care Policy Development.

3.7.9. Documentation

- Carer home visit reports
- Carer programs/plans