



PARENTS HANDBOOK

2021

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Welcome to Glenbrae KIDS Early Learning Centre

Welcome to Glenbrae KIDS! Thank you for making the decision to enrol your child in our ECE service. Research shows that participation in early learning for pre-school children greatly enhances their cognitive and social development.

We are proud to partner with you the parents/caregivers to provide the best possible start for your child's learning journey. Your child will learn to grow in Knowledge, Identity, Discovery and Success at Glenbrae KIDS.

We share your hopes and aspirations as parents, family (whānau) and the community and look forward to your child being nurtured to grow positively in body, mind and spirit.

SERVICE HOURS

Our service hours are 7:30am-6:00pm Monday to Friday.

ABOUT OUR SERVICE

We aim to provide a high quality, culturally responsive early learning service for our tamariki, whānau and community.

Our service operates from a custom built facility at 2 Erima Avenue, Glenbrae. We work collaboratively with the neighbouring Glenbrae School. Our building is modern, spacious and has separate activity areas. Our environment is stimulating, enriching, explorative, warm and inviting. Through various activities and programmes, we encourage children to learn at their own pace and celebrate their growing independence.

We are licensed to take up to 60 children from 0 to 5 years old.

We provide all day care, free school transport and a cooked lunch.

Our teacher ratios are excellent and over 80% of Teachers are qualified and registered with the New Zealand Teachers Council. All are first aid certified and have been positively Police vetted according to the Vulnerable Children's Act 2014.

In our mission to provide a high quality, culturally responsive education and care for children, we include a strong performance-based HR system that includes regular professional development for teachers, in-house training and annual appraisals for all staff.

Our curriculum is based on the New Zealand ECE Curriculum and therefore we endeavour to uphold national standards to the highest level. We encourage our staff to participate in ongoing learning and higher level research within the ECE sector so that we can keep abreast with the latest developments in the industry.

We have a professional and well qualified team who are committed to ensuring that your child's early learning experience is stimulating, safe and nurturing.

Philosophy Statement

THE GLENBRAE KIDS VISION

Our vision for early learning within our community is captured in our name Glenbrae **K.I.D.S.**

Knowledge:	To grow in KNOWLEDGE.
Identity:	To value our culture, language and IDENTITY
Discovery:	To explore the world around us through DISCOVERY.
Success:	To celebrate our SUCCESS.

OUR PHILOSOPHY

1. We value education by empowering the best teachers to deliver a responsive curriculum
2. To grow in the knowledge of self, others and relationships.
3. We value each child's culture, language and identity by celebrating the similarities and differences within our diverse community.
4. To explore and discover new things everyday about ourselves and the world we live in.
5. We celebrate success for each child and their whānau by recognising their amazing achievements and milestones.
6. Our aim is to best prepare our children for a positive transition into compulsory schooling

RECOGNITION OF EACH INDIVIDUAL CHILD

Our philosophy is to recognise each child as unique, having the potential to contribute and develop in their own special way. The voice of the child will be heard at all levels and we will be respectful and reflective of their families' aspirations. We endeavour to facilitate each child's development as they discover their place in the world, placing an emphasis on participation and achievement. No-one will be left out.

LEARNING ENVIRONMENTS

In educating the leaders of the future, our environment will reflect the special character of our service. Learning areas reflect four separate age groups. In all instances, our learning environment will be safe emotionally and physically, inspiring, creative and provide positive learning experiences that include all five senses – seeing, smelling, feeling, tasting and hearing. Each environment allows a good balance between educational development and play.

- The (Koru BABIES) nursery provides a safe, loving environment where infants are fostered in their capacity to learn through lots of attention and care.
- The Toddlers (Karakā KIDS) and (Kotuku KIDS) are provided with an area that includes quality indoor and outdoor activities that are designed to build and extend their development. Toddlers will learn skills such as self help, communication and social skills, while being encouraged to be independent. A caring hand is always close by.
- The Preschoolers (Big KIDS Club) learn in an environment that prepares them for schooling and self awareness through age-specific facilities and activities, both individual and group-based. There is a focus on independence and skills development resulting in children being well prepared for their first day at school.

Curriculum

CURRICULUM PRINCIPLES AND STRANDS

Our curriculum is based on Te Whāriki – the New Zealand Early Childhood Education Curriculum.

As we set out to educate and care for each child, our curriculum provides infants, toddlers and young children with wonderful experiences that focus on the following principles:

- Empowerment. Our early childhood curriculum empowers the child to learn and grow
- Holistic Development. Our early childhood curriculum reflects the holistic way children learn and grow
- Family and Community. The wider world of family and community is an integral part of early childhood curriculum
- Relationships. Children learn through responsive and reciprocal relationships with people, places and things

Through the guidance of qualified and experience educators, these principles are woven into place with the following strands:

- Well-being. The health and well-being of the child are protected and nurtured
- Belonging. Children and their families feel a sense of belonging
- Contribution. Opportunities for learning are equitable and each child's contribution is valued.
- Communication. The languages and symbols of children's own and other cultures are promoted and protected
- Exploration. The child learns through active exploration of the environment

POSITIVE OUTCOMES

We are committed to achieving positive outcomes for each child. This is ultimately measured against the Education Review Office reviews, which occur every three years. Our goal is to consistently achieve high level ERO reports. Positive outcomes for children are achieved through the following development areas:

- Knowledge (eg facts, concepts, ideas, vocabulary)
- Skills (physical, intellectual, language, emotional, social)
- Dispositions (eg curiosity, persistence, playfulness, resilience)
- Attitudes (eg confidence, belonging, participation, enjoyment)
- Cultural dimensions (eg aspirations, language, practices, traditions)

LEARNING GROUPS

Our curriculum is split into four sections and includes stimulating and well planned activities to support each child's learning at each stage. There is a good balance between education and play. Our activities include play (creative, manipulative, physical, dramatic, theatrical, water, social, and extended), science, maths, reading books, storytelling, construction, cultural activities, life skills, character development, music, dance, performing arts, information technology, and lots more. Activities are managed according to each stage of development through lots of supervision from well qualified and experience staff.

KORU BABIES (0 - 2 years)

Our goal for this age grouping is to nurture independence in a completely supervised environment through lots love and attention. We nurture dependent babies and infants to discover a new and exciting world.

It is important that babies receive our 100% attention and therefore, where we can, our staff to child ratios at this level are higher than the required standard of 1:5. There will always be a calm and peaceful environment in this area, where caregivers will carry out their duties in a relaxed and enjoyable environment. We endeavour to work in close partnership with parents as we care for their babies.

KARAKA KIDS (2 - 3 years)

Our goal for this age grouping is to introduce some independence and establish skills that lay the foundation for early communication and to develop social awareness. Children will vary in their developmental progress so this group provides a safe transition between the babies area and the toddlers area. Teachers will be vigilant in ensuring a safe environment for developing toddlers to explore and learn.

KOTUKU KIDS (3 - 4 years)

Our goal for this age grouping is to extend independence and develop skills that encourage and support toddlers to communicate and develop social competence. Teachers will be patient as they care for and encourage toddlers as they counter challenges and sometimes frustrations relating to fast developing minds and bodies.

BIG KIDS CLUB (4 - 5 years)

Our goal for Preschoolers is to support independence, develop individual potential and encourage social competence at a higher level in preparation for New Entrants at school. This is achieved through a wide range of indoor and outdoor activities that vary from day to day. ICT is also included at this level. Whilst we provide lots of opportunities for children to develop intellectually, socially, attitudinally, spiritually, and physically – we ensure a fun environment.

A holistic approach allows for learning opportunities to occur naturally for each child in every activity and development is focused around individual interests.

CREATIVITY

We believe each child has a creative side and therefore provide lots of opportunities for children to develop creative talents and potential in every aspect of their development.

CULTURAL AWARENESS

We provide an environment where culture is valued and people will not feel out of place no matter what culture they belong to. Our curriculum promotes respect for other cultures, and values Maori as an official language of New Zealand. We aim to assist children to become culturally aware, and learn how to respect, tolerate and celebrate the diverse cultures in New Zealand.

PARENTS & WHANAU

We value the contribution of parents and whanau to their child's learning – we see them as the first teacher for their child. There are lots of ways that we involve parents in the care and education of their children. You will be included and informed at each step of your child's development and be invited to contribute in a number of ways.

ASSESSMENT

Each child's development is monitored closely and collected in a variety of ways through assessment strategies. A popular method is through a portfolio – this is put together by teachers and documents how each child learns over the year. Opportunities are provided for parent to meet with teachers to view and discuss their portfolios – we welcome any feedback from parents concerning their child's learning.

Portfolios may also be available on-line with each parent's permission.

Centre Policies

We have a full comprehensive set of Centre Policies which are available for parents to read. They are located at Reception at the front entrance of the centre, and also on our website, www.communitykids.co.nz

We also display some important policies on our notice board.

Information For Parents

The following are prominently displayed at the service for parents and visitors:

- the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Early Childhood Education and Care Centres 2008;
- the full names and qualifications of each person counting towards regulated qualification requirements;
- the service's current licence certificate; and
- procedures people should follow if they wish to complain about non-compliance with the Regulations or criteria.

Parents can access information about their child by making a request initially to the Centre Manager.

Parents may access the service operation documents (such as its philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted by making a request at the Centre's administration office (Administrator or Centre Manager).

The most recent Education Review Office report can be found on the ERO website (www.ero.govt.nz), or can be accessed at the Centre's administration office (Administrator or Centre manager).

The Parent's Handbook is provided to parents upon enrolment. This handbook contains important information about the Centre (Philosophy Statement, Fees Policy, and some other policies).

The Centre's Annual Audited Financial Report is displayed at the Centre which outlines the amount and details of the expenditure of any Ministry of Education funding received by the service.

Parents are informed of any planned reviews and consultations through display at the Centre and the regular newsletter.

How Parents Can Be Involved

A helping hand is always welcome.

Our service provides opportunities for Parents and Whanau to communicate the needs and aspirations they have for their child and consider this information when making decisions on the child's care and education.

The decision making process will reflect the sensitivity to different cultural customs of the families attending the centre.

Should a parent wish to be involved in the service, they may enquire directly with the Manager.

Parents may be involved in the following activities:

- Helping with the programme
- Setting up and cleaning
- Fund-raising activities
- Self reviews and policy reviews
- Excursions
- Organising special events (such as birthdays, concerts, etc)

Communication with Parents

This policy outlines a process for providing formal and informal opportunities for parents to:

- communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and
- be involved in decision-making concerning their child's learning.

We provide opportunities for parents to communicate with our staff about their child's learning and be involved in decision-making concerning their child's learning. Our communication and decision making process will reflect sensitivity to different cultural needs and customs of the families attending the Centre.

We endeavour to achieve this goal through the following strategies:

There are formal and informal communication between parents and staff regarding the care and education of their children.

- Formal strategies include notice boards, emails, letters, one-to-one meetings and discussions and group meetings.
- We promote the following informal strategies, which include casual discussions between parents and staff, Whānau evenings, phone calls, emails, online surveys, the Feedback Box or even parents popping in to observe sessions in progress.

Parents and Whānau are welcome to approach any staff at any time regarding the care and education of children.

We provide an opportunity, when the child enrolls at the Centre, for parents and whānau to communicate any special needs and aspirations they have for their child. This information will be recorded and kept with the child's file and communicated to those staff who will be working with the child.

Provision will be made for on-going communication and interaction with parents/whānau about the curriculum of the Centre. This is achieved through regular notices, newsletters, emails, and meetings with individual parents. The activities of the Centre are a reflection of the ideas and aspirations of the parents, whānau, staff and Ministry of Education requirements.

We provide photographic reflections of the children and activities that occur in the Centre.

Parent-teacher meetings. Parents are invited once a term to meet with teaching staff to go over their child's portfolios. This is an ideal opportunity for teachers to provide an overview of the child's progress by displaying assessment results and other evidence of development. Parents are asked to provide any feedback to teachers at that time, which can be integrated into their child's learning programme. It is encouraged that the individual child concerned also be part of this meeting.

The Centre will develop methods and systems that include opportunities for parents and whānau to record/express their level of satisfaction with the way in which the Centre is meeting the needs and aspirations they have for their child and opportunities to record/express any suggestions that may improve this level of satisfaction.

Centre policies are displayed near our notice board, on newsletters and website so that parents are invited to give their feedback and consideration.

An important role for staff is informing parents and whānau of the up-to-date research, current issues and developmentally appropriate activities in Early Childhood Education and how these are implemented in the Centre (providing appropriate literature is an important aspect of this).

Notice boards and websites are an important part of communication with parents. Parents will be notified through email to draw their attention to the following information displayed on our notice boards and website.

They are also asked to regularly check notices when they enrol their child:

- Audited Annual Financial Statements of MOE funding
- Building Warrant of Fitness
- Centre License
- Childcare Regulations
- Complaints Policy
- Earthquake/Fire Procedures
- Person Responsible information
- Parent Policy Folder

- Philosophy Statement
- Staff Qualifications

Fees & Enrolments

This section outlines our policy on fees, enrolments, absences and withdrawals.

FEES STRUCTURE

We enrol children for a minimum of 6 hours per day and at least 3 days per week. We do not enrol children for sessions. This policy is consistent with our vision of lifting aspirations for whanau by encouraging parents and caregivers into training or employment.

FEES STRUCTURE				
Days Enrolled	Hours	Hourly rate	0-2 Years	3-5 Years
3 days	18	\$6.00	\$108.00	Free
4 days	24		\$144.00	\$24.00
5 days	30		\$180.00	\$60.00
	40		\$240.00	\$120.00

Hours of Operation: 7:30am – 6.00pm weekdays

Weeks of operation: 50 weeks of the year

We are closed on all Statutory Holidays

STANDARD TERMS

General

1. This Fees Policy forms part of your Enrolment Form and Agreement.
2. Glenbrae KIDS has a **WHĀNAU FIRST FEES PROMISE** (see 21 below)
3. All fees are inclusive of GST.
4. Fees must be paid by Automatic Payment (AP) weekly in advance. We do accept cash. All fees are paid directly into the nominated bank account if paying by AP.
5. Enrolments are for a minimum of one week. We do not offer sessional or half-day sessions.
6. Fees are payable for all holidays, sickness, absences and Statutory Holidays.
7. We offer a discount of 10% per child to families with two or more children who attend on a full-time basis.
8. For all enrolment categories, your child must attend a minimum of 6 hours per day.
9. Management reserves the right to make amendments to this policy and will endeavour to advise parents/caregivers in good faith.

What Your Fees Include

10. The following items are included in your fees:
 - Transport (within the designated school run area)
 - A cooked meal (lunch) for children 2 years and over

What Your Fees Do NOT Include

11. The following items are not included in your fees:
 - Morning tea and afternoon tea
 - All disposable nappies
 - Formula. You will need to provide formula if your child requires this.
 - Sleeping linen, blankets, pillows and cases, including laundry services.
 -

Enrolments

12. A non-refundable \$10 registration fee is charged per child when enrolling or going onto the waiting list.
13. Change of Days Booked. If you wish to change your child's enrolled days of attendance, you must fill out the appropriate forms and this request will be actioned at the commencement of the following month subject to availability.

Absences

14. Where a child is absent for more than 3 weeks, they may be withdrawn from our register. Please notify the Centre Manager in advance if this might occur. We will endeavour to provide assistance where we can.
15. Fees are required to be paid in full for all absences, including absences longer than 3 weeks in order to hold your child's place. Places cannot be held indefinitely and this will need to be negotiated with the Centre Manager.

Withdrawals

16. Two week's notice is required if you wish to withdraw your child from the Centre. No refunds are given.
17. If there has been a formal complaint, which is in the process of being investigated, a parent may choose to suspend their child's enrolment for upto 2 weeks. All fees are still payable.
18. Centre management reserves the right to suspend and/or cancel a child's enrolment in the event of any abusive, intimidating and/or threatening behaviour towards staff, parents or children at the centre.

Late Pick-up Charges

19. Fees for Late Pick-up. Parents who are late in picking up their children will incur a Late Pick-up Fee of \$5 per fifteen minutes. This will be incurred starting 15 minutes after the end of the daily session. This must be paid directly to the Supervising staff member on duty. Payments will be receipted and documented accordingly.

Payment of Fees

20. **WHĀNAU FIRST FEES PROMISE:** Glenbrae KIDS management promises that payment of fees will NOT become a barrier to accessing early learning. We promise to work closely with our families to ensure that the best outcome for each child is achieved, as we endeavour to provide a high quality, culturally responsive early childhood education.
21. Fees must be paid on time – weekly in advance. This is necessary for us to maintain a high quality service. Where fees remain unpaid for more than 2 weeks, we cannot guarantee a place for your child, and he/she may need to be withdrawn, unless an alternative arrangement has been negotiated. Please do not hesitate to contact the Centre Manager as soon as possible if you cannot meet your obligations under this Fees Policy – we are more than happy to discuss your situation.
22. The Centre reserves the right to use debt collection services to recover costs should this be necessary.
23. Our fees are reviewed every year in order to keep abreast of changing costs and inflation. Adjustments are applicable from the 1st of April. Parents are notified of any adjustments in March.

20 HOURS ECE

24. When your child turns three, he or she is now eligible for the 20 Hours ECE subsidy. This subsidy is paid by the Ministry of Education to our centre once you have completed and signed the enrolment and ECE attestation forms.
25. If you wish to access the 20 Hours ECE subsidy, you must complete the part of the enrolment form that states the number of days and hours you wish to enrol your child for.
26. You must allocate the 20 hours only to the days your child is enrolled for at our centre, and declare whether you are using this subsidy at any other ECE service.
27. At Glenbrae KIDS, we have a minimum enrolment requirement of three days per week and 6 hours per day.

The following is an example of how MOE subsidies are applied to the cost of our full day programme:

e.g Sione is 3 years old and has been enrolled for 30 hours per week (6 hours per day)

	Calculation	Weekly Amount
Weekly fee	30 hours x \$7.00	\$210.00
Universal Subsidy from MOE	30 hours x \$6.70	\$201.00
	TOTAL REVENUE RECEIVED	\$411.00
Less 20 Hours ECE subsidy from MOE	20 hours x \$11.43	-\$228.60
Less Universal Subsidy from MOE	10 hours x \$6.70	-67.00
		\$115.40
Less Whānau First Subsidy		\$15.40
	TOTAL WEEKLY FEE	\$100.00

Please consider the following:

- We do not charge Optional Charges for the 20 Hours ECE programme
- We do not charge fees for the hours covered by the MOE 20 Hours ECE subsidy (\$228.60 in the above example)
- The Whānau First Subsidy is offered by Glenbrae KIDS Ltd
- The Total Weekly Fee (\$100 in this example) covers the care and education provided by our service for all hours NOT covered by the MOE 20 Hours ECE Subsidy (Which covers upto a maximum of six hours per day and 20 hours per week).

28. For more information on 20 Hours ECE please visit the Ministry of Education website:

<http://parents.education.govt.nz/early-learning/early-childhood-education/20-hours-ece-2/>

WINZ CHILDCARE SUBSIDIES

Parents may apply for a WINZ subsidy if they qualify for this. Find out from WINZ if you qualify for an ECE subsidy at www.workandincome.govt.nz/individuals/a-z-benefits/childcare-subsidy.html.

WINZ can pay all or a portion of you fees if you qualify. We will be happy to give you more information on your entitlements and how to apply for them.

WHAT TO BRING

Parents must bring the following items when dropping off their child:

1. Hat
2. A clean sheet, a blanket and a pillow slip. These are to be taken home and washed every 4 weeks, then to be returned the following week
3. A change of clothes. Pack clothes that suit the weather on each day
4. Label / name each item of clothing, bag and lunchbox
5. Make sure you provide enough nappies and wipes to last the day in the child's bag
6. Morning and Afternoon snacks. We encourage healthy eating (see our Food and Drink Policy). Please ensure you provide sufficient:
 - i. Fruits – apples, oranges, bananas, kiwi fruit, etc
 - ii. Solid and nutritious food – sandwiches, crackers, veggie sticks, muffins
 - iii. Food that you know your child will enjoy
7. Please NO chips, junk food, takeaway food or lollies in the lunch box

8. Please NO drink of any kind as we provide water for the children
9. A cooked meal is available daily (unfortunately we cannot cater for ALL specialized dietary requirements)
10. Well Child Book – Please provide you updated Plunket book

Settling & Transitioning Your Child

SETTLED CHILDREN-HAPPY CHILDREN

It is our aim to have happy, secure children who have developed a relationship of trust with their teachers and carers. We work closely with parents and children to establish a positive bond of trust to ensure each child and their families/whanau feel secure.

It is important that once you have enrolled your child, they are settled into the daily routines of the service. It is also important that children and parents feel welcomed to the centre.

Once your child is settled in, they will also need to experience a smooth transition from room to room, programme to programme, and from the service to school.

Parents/Whanau and the Centre Manager will go over the information in the Parents Handbook and Enrolment Form together upon enrolment.

A designated staff member will tour new parents around the centre, showing policies, programme information, portfolios, medicine booklet, menu displays, sign-in sheet and parent information notice board.

Parents will be introduced to staff.

Parents are required to fill in the “Child’s Interests and Preferences” section of the Enrolment Form once their child starts at the centre. This form helps staff get to know the child and his/her family better.

SETTLING CHILDREN

Parents are invited to stay and get to know staff and centre routines.

Pre-entry visits. It is recommended that children and Parents conduct pre-visits to aid the transition into the Centre.

- For the first visit parents are to be invited along with their child to stay and get to know staff, Centre routines. This also allows for staff to develop knowledge and foundational relationships with the child and Parent.
- On the second visit we recommend the child remains with us for an hour, without their parent. We encourage the Parent to use this time to speak to Management about their aspirations for their child.

Parents are invited to bring in a familiar comforting toy for their child if they wish to in the first few weeks.

When Parents leave the centre they are required to say goodbye to their child and not “sneak away”.

A staff member will stay with the child until they settle.

Information about settling children is in the welcome booklet of the centre.

The settling time for each child may vary from a week to several weeks. We will observe each child’s progress and discuss this with the family.

Parents are welcome to phone or email during the day for an update on their child and they will always be able to speak to the person in charge of their child at the centre if need be.

TRANSITION FROM AREA TO AREA

Parents who will be moving from area to area will be shown around the new room and be introduced to the staff and informed about the programmes and the routines.

Each child is given a locker with their name put on it for the belongings to go into.

Staff will take children who are changing rooms during the day to introduce them to staff, children and take part in activities happening at the new room.

TRANSITION TO SCHOOL

Our ongoing programme planning takes transition to school into account by:

- Encouraging parents to pre-enrol their child/children.
- Books, stories, activities related to school experience.
- Talk about school – positively.
- Ensuring children proficient in basic skills before they begin school, eg recognising names, dressing oneself, can write or attempt to write their own name, are familiar with numbers, can recognise colours and a range of different basic shapes and can go to the toilet independently.
- School visits to the closest primary school in the area (where practical and possible).

Dropping Off & Picking Up Your Child

It is important that you drop off and pick up your child promptly at the set opening and closing times. Please note that late pick-ups will incur an extra fee.

Our opening time is 7:30am. Please do not drop off your child before this time, nor leave your child unattended at the centre.

When dropping your child off at the Centre please park in the area designated and escort your child into the building. Upon entering the building, please advise a Teacher before leaving your child in the Centre's custody.

Please advise a Teacher before taking your child from the Centre.

You are required to sign your child in on arrival and out on departure daily, on the Attendance Sheet provided.

Please ensure that when driving to and from the Centre, your child must travel in a child's car seat or restraint in accordance with Traffic Regulations.

Personal Items

Any personal items brought into the centre must be clearly named. Each child is required to bring to the centre each day a bag, named tagged.

We do not allow personal toys to be brought in to the centre as these can easily be misplaced or broken. However, a blanket or soft toy that your child uses as a comfort is welcomed as long as it is named.

Parents are also required to provide a sunhat for the summer, and gumboots and a warm hat for the winter.

During summer, the centre will provide sunscreen. If your child has skin irritations, a sensitive sunscreen can be provided by parents and kept onsite.

WHAT TO BRING

- Drink bottle (water only)
- Clearly named bag
- Changes of clothes
- A blanket should be supplied on first day for sleeping if required (to be left on site)
- Sunhat, gumboots and winter hat to be left on site
- Medicines must be prescribed by a doctor and left in the kitchen with the medical register completed
- Optional blanket or favourite toy to help your child sleep if required

Toileting

Children who wear nappies are changed at least three times per day (mid morning, midday, and late afternoon). All nappies are to be provided by you.

For children that are transitioning to toileting themselves, we work closely with their parents during this time to develop a toileting plan that is individualised to each child and works in with their practice at home.

Health & Safety

GENERAL HEALTH

Glenbrae KIDS is committed to maintaining a safe and healthy environment. We are committed to taking reasonable steps and precautions to:

1. Promote the good health and safety of children enrolled
2. Prevent accidents and the spread of infection among children enrolled
3. Ensure that the premises, facilities, and other equipment on those premises are:
 - kept in good repair
 - maintained regularly
 - used safely and kept free from hazards
4. Ensuring that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.

For a full copy of our health and safety policies please ask our Centre Manager or find them on our website, www.communitykids.family.

YOUR CHILD'S HEALTH

We are required by law to keep a copy of your child's Certificate of Immunisation on file. Please bring this with you on your first day. Due to the risk of cross infection between children, you should keep your child at home if they show any of the following symptoms:

- Chicken Pox
- Cold Sores
- Conjunctivitis
- Diarrhoea
- Head lice
- Ringworm
- Mumps
- Vomiting
- Infectious Hepatitis
- Measles
- High Temperature
- Severe Rash or Infection
- Colour discharge from nose
- Impetigo

We will always have a trained First Aid staff member on site each day. Please contact us if your child has any of these symptoms.

If your child is not immunised, in the event of any serious outbreak of contagious symptoms you must leave your child at home until the outbreak is cleared, or upon approval from the Ministry of Health.

In the event of any contagious illness present in the centre, a notice will be displayed on our notice board at the main entrance.

MEDICINES

If your child is under any form of medication from a doctor, it is essential that you sign our Medicine Book and that the medicine is given to a member of our staff and not left in your child's bag.

It is imperative that medication is clearly named and prescribed by a doctor. No medicines that are un-prescribed by a doctor will be administered to any child by centre staff.

Where you have agreed on the Enrolment Form, our staff may, at their discretion, apply non-prescribed medicine (such as arnica cream, antiseptic liquid, insect bite treatment spray). This type of medicine is:

- not ingested
- used for the 'first aid' treatment of minor injuries
- provided by the service and kept in the first aid cabinet

ACCIDENTS

Our goal is to maintain a safe environment for your child. However, accident may occur.

All accidents are recorded in an Accidents Register and parent signatures are obtained at the end of each day.

In any event that your child has an accident that might mark or bruise, we will phone parents to inform them of the accident before pick-up.

EMERGENCIES AND EVACUATION

We have written procedures for people to follow in an event of an emergency (such as a fire, earthquake, tsunami, hurricane, flood or any other natural disaster). These procedures are displayed at each of our exits, and can be also found in our centre policies.

The evacuation assembly point is identified at each of the above exits.

Trial emergency evacuation drills are carried out each term so that children and staff are trained regularly. The Fire Department is notified each time trial evacuations are carried out.

A Civil Defence Kit (Grab Bag) is located close to reception containing emergency equipment so they can easily be grabbed by staff as they leave.

Nutrition

We aim to provide nutritious meals for your child. In order for this to be achieved, we provide:

- safe and appetising food that meets the National Food and Nutrition Guidelines
- opportunities for children (parents and caregivers) to learn about food and nutrition, and why it is important to their health
- opportunities for children (parents and caregivers) to learn about food safety
- an eating environment that acknowledges and supports family and cultural values about food.

Please ask to see a copy of our menus when enrolling your child. Daily Menus are displayed on our notice board.

If your child is allergic to any food, you must declare this on the Enrolment Form and we will ensure that your child is not fed any such food.

GENERAL NUTRITION

- Food will be supplied for children for morning tea, lunch, afternoon tea and late snacks. Children will be given good nourishing food to make up a balanced diet.
- We do not permit children to bring lollies, sweets, chocolates, soft drinks, chewing gum, or any other food or drink that is sweet and sugary. They help to cause tooth decay and reduce the hunger for more nutritious food.
- Menus are developed so that there is a variety of food and drinks, and follow the nutritional guidelines of the Department of Health (Eating Healthy, Nga Kupu Oranga guidelines). Menus will be cycled every four weeks. A Weekly Menu will be displayed near the Notice Board. If there are any concerns about the menu, please talk to the Centre Manager as soon as possible. Our menu includes foods which fit with the food and beverage classification system with 'everyday' foods dominating the menu (refer to the *Food and Beverage Classification System User Guide and Recipe Book*, Ministry of Health 2007).
- If your child has an allergy to any food you must inform the Centre Manager.
- Children from different cultures and those with special nutritional needs will be considered when planning our menus. Any special requests must be indicated on the enrolment form or communicated to Management.
- Our menu includes morning and afternoon snacks as well as lunch. Children should be offered (each day) at least:
 - 2–3 servings of bread or cereal
 - 2–3 servings of fruit and vegetables
 - 1½–2 servings of milk or milk products
 - 1 serving of meat or an alternative.

- All meals are served with water or homogenised milk, (fruit juice or cordial will only occasionally be given to children for a special treat, eg trips, Christmas party). If your child has a milk allergy please inform the Centre Manager.
- Water is the best drink to quench thirst and is available for children at any time.
- When lunch is provided, it is served in the lunch room which has appropriate tables, chairs and floor surface for food and drink being served.
- We recognise that we have role in helping to create a culture of healthy eating and to help children develop healthy eating behaviours. Because of this, the following is observed:
 - Children must wash their hands prior to and after eating meals or snacks
 - General cleanliness and hygiene will be observed when eating meals or snacks
 - Children will be seated when eating
 - The proper use of eating utensils will be encouraged
 - Karakia/prayer before each meal (this promotes tikanga Māori and other cultural practices within the Centre)
 - Staff will sit with and supervise children during snack and meal times
 - Staff will introduce songs to children to emphasise washing their hands before and after meals or snacks
- The Centre will keep a file, which includes a formatted record of the types of meals and drinks, served to children each day. The Centre Manager will ensure that staff, parents or officials on request can view this file.

HIGH RISK FOOD AND REDUCING CHOKING

There has been an increase in babies and young children choking on food. This can be related to children having small air and food passages, as well as learning how to bite, chew and grind food within their mouths.

To reduce the risk of choking, foods to be excluded from the Centre are set out in **Appendix A**. We encourage healthy and safe eating practices, and appreciate that our parents and families who provide lunch boxes, adhere to the guidelines set out by the Ministry of Health.

REDUCE THE RISK OF CHOKING

The preparation of food within the Centre is a contributing factor when reducing the risk of choking. All kitchen staff and people should be aware of the following table:

Food characteristics	Examples	Choking risk	Changes to reduce risk	
			1–3 years old	4–6 years old
Small hard food	<ul style="list-style-type: none"> • Pieces of raw carrot, apple or celery 	Difficult for young children to bite through and break down enough to swallow safely. Pieces can become stuck in children's airways.	<ul style="list-style-type: none"> • Grate raw carrot, apple or celery, spiralise to create vegetable or fruit spirals, slice thinly using a mandolin. • Cook until soft² and cut into strips (around 4–6 cm long) that can be picked up with one hand. 	<ul style="list-style-type: none"> • Prepare as for 1–3 years. • Raw or cooked vegetables or fruit cut into sticks (approximately 4–6 cm long) that can be picked up with one hand.
Small round or oval food	<ul style="list-style-type: none"> • Fruit with stones and large seeds or large pips like watermelon • Grapes, large berries, cherry tomatoes • Raw green peas 	Small round foods can lodge in children's airways.	<ul style="list-style-type: none"> • Remove stones and large seeds or large pips. • Quarter or finely chop grapes, berries and cherry tomatoes to an 8mm x 8mm size or smaller (about half the width of a standard dinner fork). • Cook and squash with a fork. 	<ul style="list-style-type: none"> • Halve or quarter grapes, berries and cherry tomatoes • Whole cooked green peas are acceptable.
Food with skin or leaves	<ul style="list-style-type: none"> • Chicken 		<ul style="list-style-type: none"> • Remove skin from chicken. • Finely slice or chop salad leaves, spinach and cabbage. 	

Food characteristics	Examples	Choking risk	Changes to reduce risk	
			1–3 years old	4–6 years old
	<ul style="list-style-type: none"> Lettuce and other raw salad leaves, spinach, cabbage Stone fruit (eg, plums, peaches, nectarines) Apples and pears Tomatoes 	Food skins are difficult to chew and can completely seal children's airways.	<ul style="list-style-type: none"> Grate raw carrot, apple or celery, spiralise to create vegetable or fruit spirals, slice thinly using a mandolin. Cook until soft³ and cut into strips (around 4–6 cm long) that can be picked up with one hand. 	<ul style="list-style-type: none"> Prepare as for 1–3 years. Raw or cooked vegetables or fruit cut into sticks (around 4–6 cm long) that can be picked up with one hand.
Compressible foods	<ul style="list-style-type: none"> Pieces of cooked meat 	Can fit into the shape of the airway and get wedged tightly.	<ul style="list-style-type: none"> Cook meat until very tender. Choose mince, shred or chop meat to 8mm x 8mm sized pieces. 	<ul style="list-style-type: none"> Prepare as for 1–3 years; or offer thin strips of meat (around 4–6 cm long) that can be picked up with one hand or with a fork.
Food with bones	<ul style="list-style-type: none"> Fish Chicken nibbles 	Small bones present a choking risk.	<ul style="list-style-type: none"> Remove all bones. 	
Thick pastes	<ul style="list-style-type: none"> Nut or seed butter 	Can fit to the shape of a child's airway or stick to side of airway.	<ul style="list-style-type: none"> Use smooth thick pastes sparingly, spreading thinly and evenly onto bread. 	
Fibrous or stringy food	<ul style="list-style-type: none"> Raw pineapple 	Fibres make it difficult for children to break up the food into smaller pieces.	<ul style="list-style-type: none"> Peel the skin or strong fibres off where possible. Slice these foods thinly across the grain of fibres. 	

The Ministry of Health's current advice on preventing choking in young children is available at www.health.govt.nz/your-health/healthy-living/food-activity-and-sleep/healthy-eating/food-related-choking-young-children

Appendix A

Food to exclude:

- Whole or pieces of nut
- Large seeds that can be consumed such as pumpkin or sunflower seeds
- Hard or chewy sweets or lollies
- Crisps or chips
- Rice crackers
- Hard biscuits
- Dried fruit
- Sausages, saveloys and cheerios
- Popcorn
- Marshmallows

HYGIENE

Our Cook will be certified in food hygiene and will follow strict food hygiene procedures as approved by the Ministry of Health.

Sleep

All children need sleep and this is allowed for during the day.

Staff will take all reasonable steps to ensure that play and noisy or distracting activities in locations or areas (by other children, staff or other adults) adjacent to the designated sleep area will be kept to a minimum during the time when children are sleeping or resting. Where possible these will be arranged in areas outside or in areas away from the sleep area.

CHILDREN UNDER 2 YEARS

- Children will provide their own suitable and safe bedding for cots and beds.

- Children are assigned their own bed or cot.
- There will be adequate space between beds and cots to ensure safety, hygiene and means of access in maintained at all times.
- No child has access to any fluid while in bed (or any other sleeping or resting-place).
- Cot sheets are changed and washed weekly or more if required. Beds will be wiped down daily after use.
- Staff will settle children and all children will be supervised at all times.

MONITORING OF CHILDREN UNDER 2 YEARS WHO ARE SLEEPING

- Sleep times and monitoring checks for all children are recorded on chart/board.
- Each child will be settled so they are resting or sleeping comfortably and not disturbing others.
- Children will be checked every 10 minutes (or more often according to the child's needs) to ensure that they are breathing comfortably, without restriction and are settled.

CHILDREN OVER 2 YEARS

- Staff members will settle children in the sleeping areas.
- A staff member will be on duty at all times in the sleep area to monitor the resting/sleeping children.
- Beds will be wiped down daily after use.
- All children's bedding will be stored in individual storage bags.
- The parent/caregiver will supply the bedding and the Centre is responsible for washing the bedding every fortnight and whenever wet or soiled. (See Laundry schedule).
- There is a need to provide adequate space between beds to ensure safety, hygiene and means of access is maintained at all times.
- No child has access to any fluid while in bed (or any other sleeping or resting place (HS9)).

MONITORING OF CHILDREN OVER 2 YEARS WHO ARE SLEEPING

- When sleeping or resting, children will be located in the space designated as a sleeping/resting area will be supervised.
- A staff member will be on duty at all times and will be responsible for monitoring children sleeping or resting in the sleep room.
- Each child will be settled so they are resting or sleeping comfortably and not disturbing others.
- Sleep times and monitoring checks for all children are recorded on chart/board.

Children will be checked every 10 minutes (or more often according to the child's needs) to ensure that they are breathing comfortably, without restriction and are settled.

Positive Guidance to Encourage Social Competence in Children

Glenbrae KIDS makes every effort to foster a safe learning environment, providing positive guidance to encourage social competence in children.

This goal will be achieved through the following strategies:

- Clear guidelines and information
- Ongoing staff training
- Effective supervision, monitoring and staff management

We staff will aim to maintain positive and acceptable social behaviour, knowing that this is essential to a child learning positive behaviour.

Staff encourage children to develop acceptable behaviour. This is achieved through:

- Setting clear rules and guidelines and consistently enforcing them
- Ensuring programmes are interesting
- Upholding Centre policy
- Praising positive behaviour

In creating a positive learning environment, staff will:

- State clearly the accepted behaviour.
- Model a high level of praise/feedback to children for appropriate behaviour, e.g. positive comments about children, stamps, sticker charts etc.
- Create an interesting and varied programme where all children will achieve success.
- Be well organised and prepared. Data gathering and evaluation should indicate the needs of the group and individual children. It is the staff responsibility to meet these needs.

GUIDANCE & BEHAVIOUR MODIFICATION

With most children, remove the focus on unwanted behaviours by praising positive behaviour.

Recognise the efforts of children to improve their behaviour patterns.

Staff will encourage children to develop acceptable behaviour through direct and indirect learning experiences. Positive behaviour will be modelled by staff.

In dealing with children, staff will be respectful, kind and loving. In doing so, staff will not:

- Physically abuse any child
- Shout at any child
- Emotionally abuse any child

In the event where a child's behaviour becomes unacceptable, the parent will be contacted at the earliest convenience, and where appropriate, be asked to remove the child from the Centre until the behaviour has been resolved or improved.

Children will at all times treat each other with kindness and respect. To support this, we do not allow:

- Spitting
- Swearing
- Kicking
- Hitting
- Biting
- Head butting
- Damaging property

STAFF GUIDELINES FOR MANAGING CHILD BEHAVIOUR

- Every child is afforded respect and dignity.
- Children are spoken to at a child's eye level at close range and in a soft tone.
- Children are not to be shouted at across the room or at a close range.
- Children are listened to, what they have to say is important.
- Individual differences and culture are taken into account and respected.

EVERY CHILD IS GIVEN POSITIVE GUIDANCE DIRECTED TOWARDS PROMOTING APPROPRIATE BEHAVIOUR, HAVING REGARD TO THE CHILD'S STAGE OF DEVELOPMENT

- Children are shown appropriate behaviour through caregivers who model positive ways of resolving conflict.
- When redirecting children's behaviour, staff will always give children a reason as to why such behaviour is inappropriate.
- All reasoning is at a level that each individual child can understand at their development level.

EVERY CHILD IS GIVEN POSITIVE GUIDANCE USING PRAISE AND ENCOURAGEMENT, AND AVOIDING BLAME, HARSH LANGUAGE, BELITTLING OR DEGRADING RESPONSES

- Children are spoken to in a positive manner, are encouraged, and are praised verbally for their success or participation.
- Children are offered alternative strategies when guidance is necessary.
- Children are never spoken to harshly, criticised, belittled or shouted at.
- Every child's achievements, no matter how small are important and recognised.

ANY CHILD RECEIVING GUIDANCE AND SUPPORT IS NOT SUBJECT TO ANY FORM OF PHYSICAL ILL TREATMENT, CORPORAL PUNISHMENT, SOLITARY CONFINEMENT, IMMOBILISATION, DEPRIVATION OR FORCE FEEDING IN ANY WAY

Guidance procedures will include:

- Praising the positive behaviour.
- Showing or explaining to the child the consequences of his/her actions and encouraging victims to verbalise their feelings toward the aggressive child.
- Forgiveness is promoted as a means of solving differences.
- Children being shown alternative, acceptable forms of behaviour.
- One to one programme for disruptive children redirecting the energies into positive activities.

Outings and Excursions

As part of our curriculum, excursions provide opportunities to children's awareness of the wider world around them.

Spontaneous outings may be organized for children to visit the local library or park facilities. In this case, children will go there on foot. Parental permission for such outings have already been gained when Parents sign the Enrolment Form. Parents will be informed well in advance of such outings and be provided with all circumstances and rationale.

Any outings that require travel by vehicle outside of spontaneous outings will require written Parental permission.

Parents will be encouraged to participate in outings and will be notified in advance.

Parental consents are required prior to all trips, including consent to travel.

Prior to excursions, clearly written notification letters giving date, time, place and ratios and cancellation options with any additional information pertaining to the excursion will be given to parents.

Name tags/stickers will be worn by all children participating, showing the child's name, Centre name and phone number.

Rolls and a headcount are to be taken before to, and during the excursion. A head count and a record of attendance are to be taken when ready to leave the excursion destination.

A notice will be displayed at reception giving information on the trip destination, times and contact phone number.

The correct adult: child ratio must be kept at all times, even when travelling in motor vehicles.

Health practices to be maintained, eg the washing of hands before eating while on the excursion.

Items to be taken on outings should include sunscreen, sun hats, drinking water, any child's medication requirements, some form of communication system (e.g. mobile phone).

The senior teacher supervising the excursion will carry a mobile phone that works and is able to communicate effectively with the Centre and parents. This number should be displayed on the noticeboard at the Centre in case of an emergency.

A staff member will remain at the Centre to supervise children who are unable to attend the excursion. This person will be a person responsible on the Centre license. The correct adult: child ratio will be adhered to for children remaining at the Centre at all times.

Excursions Record to be filled out and approved by Centre management prior to each outing, and signed off upon completion.

Where excursions require vehicle transportation:

- Written parental permission is required prior to the excursion.
- It is preferred that organised bus transportation be used whenever possible for excursions.
- At least two adults in any motor vehicle carrying more than three children. Ensure that children are properly restrained by an approved child restraint appropriate for that child.
- Each child and adult is restrained as required by Land Transport legislation.
- Each vehicle must be warranted and registered as required by Land Transport legislation.
- The driver(s) must have a current driver’s license and must drive
- No food is to be eaten by passengers whilst travelling in the vehicle.
- Vehicle is checked prior to each trip that it is safe and roadworthy for transport appropriate for the correct number of children to be transported.
- Adult to child ratios are adhered to during all trips.
- Vehicle is clean, tidy and free of items that could cause injury to a passenger.

Free School Transport

The provision of a free school transport service is one of the key features to improving access and participation for priority learners and their families within the community.

The school transport system is designed to cater to families who without its provision, would not be able to have their children attend Glenbrae KIDS Early Learning Centre.

The school transport system is a service provided over and above the expected level of care expected of a MOE licensed ECE service. Management reserves the right to amend, suspend or cancel this free service, should it become significantly unsustainable or uneconomical to continue its provision. All options and alternatives will be explored and communicated clearly to parents should this occur.

School Transport Service schedule

The School Transport Service will run at the following scheduled times:

	Morning Pickup	Afternoon Drop-off
A	8:00am - 8:30am	2:00pm - 2:30pm
B	8:30am - 9:00am	2:30pm - 3:00pm
C	9:00am - 9:30am	3:00pm - 3:30pm

A parent who would like to sign-up their child for the free school transport service must fill in an application form (see attached). This service should account for the child’s actual enrolled hours as per the Enrolment Agreement Form.

The scheduled run will be confirmed in writing by the Centre Manager and Centre Director.

The free school transport service will be prioritised for families who do not have any other means of transport to and/or from the Centre and who live within the “Tamaki ECE Boundary”.

Absences and changes to pickup and/or drop-off

Any child absences must be reported to the Facilities Manager as early as possible before the scheduled pickup by calling the free phone number or sending a free SMS message advising child's name, parents name and reason for absence.

Any request for changes to pickup and/or drop-off must applied for in writing and confirmed by the Centre Manager or Centre Director.

Missed pickup or dropoff

All children who are receiving free transport must ensure that they are ready for the van at the scheduled time.

Parents must have the children clothed, ready with their school bag, lunch (if required), nappies and change of clothes BEFORE the school van arrives.

The school van will beep twice when it arrives and will wait for a maximum time of **3 MINUTES** before departing for the next stop.

School Van Rules

1. Parents must place their own children into the carseat and secure their safety belt.
2. Parents must complete and sign the timesheet for their own child's attendance.
3. There is NO FOOD or DRINK to be consumed in the van at all times.
4. Children must be seated in their carseats with safety belts securely fastened.
5. Children must not be placed into car seats if they are wet or have a soiled nappy.
6. Any damage to the school vans by any child will be charged to parents and the service suspended until full payment has been made.
7. The staff:child ratio will be maintained at all times during the provision of this service.
8. The school van will wait for a maximum time of **3 MINUTES** before departing for the next destination.
9. Any children who behave in an unsafe manner will be returned to their parents or back to the centre (whichever is closest) and the parents will be required to collect them.
10. If a parent is not at home during the scheduled pickup or drop-off time will need to drop-off or collect their child from the centre. Late Fees will apply.

Free School Transport Routes

The free school transport service will be provided for families living within the "Tamaki ECE Boundary" outlined by the map below:

Families that live outside this boundary who wish to send their children to Glenbrae KIDS, and are unable to transport their children to and from the centre, should discuss their needs with Centre Management.

The service will run daily from 8:00am - 10:00am in the morning, and 2:00pm - 3:00pm in the afternoon.



Complaints

As part of the Glenbrae KIDS whānau, you have the right to expect quality service and support at all times. It's something we're committed to, and take pride in delivering.

If you think we've made a mistake or provided a service that doesn't meet your expectations, please let us know. That way, we can put things right and identify what we can do better. There are three steps to this process: If a parent is unhappy with a teacher, the programme, or non-compliance with the Regulations or criteria, they should adhere to the following procedure:

Step1: Talk to us

You can let us know about your concern in any of the following ways.

A chat with our Centre Manager is often all that's needed to sort out your concern. If a solution can't be found you should ask to speak to the Centre Director or Operations Manager who will ensure your complaint is investigated promptly. If you feel uncomfortable having a chat, sometimes it helps to document your concerns. Simply call the office on 09 578 0493 or send us an email to office@glenbraekids.co.nz including details of your complaint and what you would like to see happen as a result. We will respond to your concern within five (5) working days.

Step 2: Schedule a meeting with all parties

If your concerns cannot be dealt with via Step 1, it may be necessary to call a meeting. Sometimes it is better to have all parties together to find common ground and a way forward. When we meet in this way it is our Policy to have both parents involved in the meeting so we all leave the meeting with the same information.

Step 3: Talk to Ministry of Education

We hope that your concern has been resolved before this stage. However, if you feel that the Centre Manager/Centre Director/Licensee hasn't resolved your complaint to your satisfaction, you can direct your complaint to the Ministry of Education.

Write to: Ministry of Education 12-18 Normanby Road Mt Eden, Auckland

Telephone 09 623 9400

Facsimile 09 6329401

Email: enquiries.auckland@education.govt.nz

Website: www.education.govt.nz

Record of Observations Over the Week

You may wish to use this section of the Parents Handbook to briefly record down any interactions and observations of your child and their learning over the first week of attendance. Please note that this is not an indicator of your child's abilities, but rather a gauge to assist us to become more responsive to your child's individual needs.

to Observe	Daily Observations				
	1	2	3	4	5
<p>Your Child</p> <p>Consider the following:</p> <ul style="list-style-type: none"> ● Involvement in learning ● General happiness ● Eating & sleeping ● Hygiene practices ● Interactions with other children ● Sense of belonging within the Centre ● Openness to new experience & challenges ● Interactions with Teachers ● Communication with others ● Play as meaningful learning 		Areas			
<p>Our Staff</p> <p>Consider the following:</p> <ul style="list-style-type: none"> ● Welcoming responses ● Communication with Parents about their child ● Responsiveness to your child's needs ● Interactions with your child ● Attention to safety of children ● Linkages between centre and family life ● Cultural responsiveness ● Routines established ● Positive guidance ● Inclusive practices ● Resources ● Records kept 					

Feedback Form

Please complete this Feedback Form, remove it from this Handbook and hand it in to the Centre manager after your child's first week of attendance at Glenbrae KIDS. Your thoughts and feedback are important as this will assist us in providing better care and education for your child.

	1	2	3	4	5
	Absolutely agree	Strongly agree	Agree	Disagree	Totally disagree
MY CHILD					
Is readily involved in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is generally happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eats and sleeps well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices good hygiene practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts positively with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a sense of belonging within the Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is open to new experience and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions positively with Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates positively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys their relationships with others and value being a member of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates in play activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is well settled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUR STAFF					
Recognise, greet and welcome you and your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate positively and appropriately with you about your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display responsiveness to your child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact positively with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay attention to safety of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide linkages between the centre and our family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are culturally responsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish routines that provide a useful, but flexible, framework for the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positively reinforce my child's good behaviour and develop strategies to support inclusive practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a safe and interesting learning environment that invites exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan experiences that invite and encourage my child to extend his/her capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a documented record of my child's learning that demonstrates the ways in which they have identified and provided for his/her developing skills, interest and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk with children about their growing competence and give them perceptive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Settled my child in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have documented records that me and my child can access. My child can see photographs/portfolios that document their time as a member of the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with this service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERAL COMMENTS Thank-you for participating in the survey.					

USE OF FEEDBACK. By completing this evaluation form, you provide consent for Glenbrae KIDS to use any of your comments as customer feedback to promote our service.