

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Centre. Such partnerships enable the Centre and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Centre.

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Centre positively and informatively, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Centre to promote positive outcomes for children whilst adhering to legislative requirements

Orientation is an important process for children, families and Educators to gain vital information about the individual child's needs and interests. To enable children to feel safe & secure and to set the foundations for a trusting partnership we feel that it is necessary for the family to attend an orientation visit, making the transition from home to the Centre composed, assisting the child to adjust to a new setting.

During orientation, Educators will discuss the following requirements in order to gain a better understanding in supporting the family:

- The cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- The family's needs in relation to work or other commitments
- The family's previous knowledge or experience of other children's services
- Any additional needs of the child and/or their family
- The child's age

Management will ensure:

- The orientation process is well organised, flexible and informative
- The child and family visit the Centre and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the centre environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.
- Collect the required documentation for the child (enrolment form, immunisation record and any other relevant information etc).
- They interact positively with the child and family
- The child and family is respected at all times, acknowledging the individuality of each parenting style.
- To encourage families to ring, email or visit the Centre as often as they like once enrolment has commenced
- Families are reassured if the child is distressed over a long period of time, the educators will contact them.
- Support agencies are contacted for children with additional needs
- We encourage families to visit the centre as often as possible prior to commencement. This allows the educators to continue to gather information that assists to provide continuity of care between home and the centre, and to plan for cultural and developmental needs of the child.
- We encourage families to call the centre and inquire about their child, to ensure communication with the family and the centre educators remain open. There is understanding and sensitivity to the feelings of the family through this time. The settling in process with regular communication between families and educators ensures a smoother transition.

Educators will:



- Greet children and families upon arrival
- Discuss with families the best transition process for the child
- Encourage families to say good-bye to the child when dropping off
- Phone families if the child remains distressed
- Encourage families to stay as long as they need to in order to reassure their child
- Seek information about the child and family throughout the orientation process.
- Educators will also discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle.

During the orientation of the centre.

Families will be:

- Given the Centre enrolment form to be completed
- Provided with an outline of the Centre policies which will include fees payment, sun safety, illness and accident and medical authorization and where they can access the centre's policies and other resources.
- Shown the signing in/out process
- Spoken to about appropriate clothing worn to the Centre, including shoes
- Informed about children bringing in toys from home
- importance of labelling personal items
- Introduced to the child's Educators
- Taken on a tour around the Centre
- Discuss medical management plan and allergies completed on file (if applicable)
- Advised about the daily report/journal and how parents can view this
- Introduced to the room routine and Centre program. This includes portfolios (If applicable) and the observation cycle.
- Informed about Centre communication – meetings, interviews, newsletters, emails etc
- About Hats and Sunscreen
- Able to set Family Goal's for their child
- Confirm preferred method of communication

Transition

The centre aims to arrange for room transitions when a vacancy occurs or at the beginning of the New Year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at the centre is based on many factors other than just age.

Room Transition

Change is harder for some children than others; however, by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger restlessness, frustration etc.

- Children will only be transitioned when they are ready in all aspects of their development and in accordance with their age
- Room transitions will occur once there is a vacant position for the child
- Management will consult with families when a child is transitioning to the next room, discussing their expectations and requirement to ensure the child settles into their new environment.
- Management and Educators aim to ensure the transition between rooms is positive and smooth, communicating with families about how the transition is progressing
- The centre encourages orientation process, and will plan this with the family to meet individual's needs.
- Having an induction period allows the children to become familiar and feel safe in their new surroundings. A child that settles in slowly has an opportunity to become familiar with the centre's programs and routines.



This process establishes a trusting relationship between the educators, the child and family. The centre's settling in period is tailored individually to meet both the family and the children's need.

What to expect on your first day

The first day in a new environment can be just as hard for you as it is for your child. Some things to expect are tears, from you and your child, distress and anxiety, as separation anxiety is a very normal emotion for children to go through.

- It is important that you show your child the centre routines when you arrive,
- Make contact with a member of educator.
- Make sure you sign in the Sign In/Out Book, as this is a legal requirement.
- Take your child to the toilet or change their nappy before they start to play, children sometimes get too busy playing and forget to go to the toilet. This will help them to feel comfortable about toileting at the centre.

Remember that this is a great opportunity for you to ask any questions that you might have and to observe the teaching techniques that the educator uses.

How your child might feel

Something to remember is that sometimes children are fine on day one – have a great time, but then on day two may have Day Two Blues. This could include not wanting to come to the centre, not wanting you to leave and tears. This behaviour is part of separation anxiety and is completely normal.

We suggest that you say your goodbyes and go, it is important that you remember to say goodbye, so that your child knows you have gone. If you don't say goodbye, children become upset, confused and often distressed, as they are unsure as of why you left and if you will come back. This can also lead to longer settling in process.

How you might feel

You are more than welcome to call the centre any time of the day that you like to check on your child's progress, rest assured that the educator will call you if there are any problems or concerns. It is ok for you to feel emotional about this advantage that your child has started.

Whilst at the centre we suggest that you chat to a few of the regular parents and exchange settling in stories, you will most likely find out that all children and parents go through the same emotions as you are going through when starting in long day care environment. We suggest that you attend parent information nights, afternoon teas and any other events that the centre is involved in, so you can build a rapport with other parents and educator.

What to bring

It is important that you bring along any of your child's special comforters, so that they have something familiar and known to them. A favourite toy or blanket can help your child settle again at rest time.

Preparing your child at home

After your day orientation, talk to your child about where they have been and what they did. On the weekend drive past the centre and again talk about the experience and that they will be going back there to play with the children again, and that mum and dad won't stay next time, but you will pick them up. This information, whilst hard for your child to start with, will help them to develop an understanding about what is going on and that you will be back.

Don't forget to make use of your Policy and Procedures Manual, as it outlines the centre's Philosophy and Policies, as well as other important legal information that you need to be aware of. If you have any questions please feel that you are able to approach the educator for a friendly chat or arrange an appointment with the director if you wish to discuss anything.

We are looking forward to developing an open and trusting relationship with your child, with you and your family. The biggest advice that we would like to extend to you is that your child will be fine! We have qualified educators that have cared for children for many years and have many positive strategies for helping your child to settle into the new environment.



The First Weeks

The introduction into long day care can be difficult for children and parents. Children's welfare and happiness are the priority of our educators when welcoming new children to the Centre and when assisting the family to settle into the centre environment. It is recognised that family's needs will vary greatly in the orientation process and individual needs will be met as best also.

The following outlines some helpful hints for parents on settling their child into care:

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
- If your child is unsettled, short visits with you helps your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Interactions between educators and parents or educators and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
- Talk to the educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps educators to get to know your child.
- When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes, if a child is upset, only confuses them. Reassure your child that everything is alright and you will return later, this can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and giving them to an educator or sitting down with them for a short play or reading a book together then leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

Daily requirements

- **3mths – 36 Months**
 - Already made-up bottles, nappy rash cream
 - 2 complete clothing changes
 - Nappies
 - Sun hat
 - Any security object that your child has is welcome at the Centre, but must be clearly labelled.
 - Sunscreen must be applied to your child before coming to crèche in the morning.
 - Children must be dressed and nappies changed before being dropped off at the centre. If a child arrives at the centre with a soiled nappy, the parents have the responsibility to change their child's nappy before handing their child to the educator.
- **3 Years – 5 Years**
 - Full change of clothing
 - Sun hat
 - For children being toilet trained at least 5 pairs of training pants and an additional change of clothing is necessary.
 - Any security object that your child has is welcome at the Centre, but must be clearly labelled.
 - Sunscreen must be applied to your child before coming to crèche in the morning.
 - Children must be dressed and nappies changed before being dropped off at crèche. If a child arrives at the centre with a soiled nappy, the parents have the responsibility to change their child's nappy before handing their child to the educator.



Milk Bottles

If your child is still breast fed it is our Policy that your child has been introduced to bottle or a cup prior to commencement, to accommodate your child's needs throughout the day.

Children's Bags

- Each child should have his/her belonging in a bag or satchel which can be zipper fastened. Plastic supermarket or shopping bags are not acceptable for reasons of child safety.
- All articles belonging to children must be fully labelled.
- Please label all medications and store in fridge, and inform educator. Please refer to our policy "Authorisation of Medication Policy"

Shoes

Children must wear shoes at all time, whilst at the centre. Children are not permitted to wear thongs or clogs (or shoes that easily fall off the foot) at the Centre. Comfortable and safe shoes and sandals are required.

Resources/Toys provided by the centre

All resources/toys are to remain at the centre at all times. As BCDN is a non-profit organization

Source: Education and Care Services National Regulations, National Quality Standard, Staying Healthy in Child Care

Date Implemented: 16/04/2012

Review Completed: 29/04/2019

Schedule for Review: 29/04/2020

National Quality Standard – NQS		
Quality Area 6: Collaborative partnership with families and communities		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community
Education and Care Service National Regulations		
160	Child enrolment records to be kept by approved provider and family day care educator	
161	Authorisations to be kept in enrolment record	
162	Health information to be kept in enrolment record	
177	Prescribed enrolment and other documents to be kept by approved provider	
181	Confidentiality of records kept by approved provider	
183	Storage of records and other documents	
Early Years Learning Framework		
Learning Outcome 1 - Children have a Strong Sense of Identity		
1.1	Children feel safe, secure, and supported	
1.3	Children develop knowledgeable and confident self identities	
Learning Outcome 2 - Children are Connected with and Contribute to their World		
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation	

