

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

### **Purpose**

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, interests and strengths. 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
- Days the child care is required
- The family's previous knowledge or experience of other children's services
- Any additional needs of the child and/or their family
- Any court orders, parenting orders that are applicable to the child
- Centre philosophy and curriculum
- The child's interests
- Family goals and expectations
- Any allergies or dietary needs for the child
- Emergency or health care plans for the child if relevant
- The Centre and room routines.

*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.
- The family and child/children are introduced to the educators in the room
- To create a welcoming environment and interact positively with the child and family
- The child and family are respected at all times, acknowledging the individuality of each parenting style
- Families are encouraged to ring, email, or visit the Centre as often as they like when their child has commenced care
- Families are reassured that 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
- Families know how to provide feedback
- Families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and



health conditions where relevant)

*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:*

- Provided with the Centre enrolment form to be completed (assistance to complete this form is available if required)
- Provided with an outline of the Centre policies, which will include payment of fees, sun safety, incident, injury, trauma and illness and medical authorisation.
- Provided with information about Child Care Subsidy (CCS) and myGov website
- Provided with a Parent Handbook
- Asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- Shown the signing in/out process
- Provided with information about the software app our Service uses for CCS, communication with parents Xplor App
- Advised of appropriate clothing for the child to wear to the Centre, including appropriate shoes
- Advised of what the child will be required to bring each day (water bottle, nappies, change of clothes)
- Informed about policies regarding children bringing in toys from home
- Informed about wearing sun safe hats and application of sunscreen
- Introduced to the child's educators
- Taken on a tour around the Centre
- Shown where children's belongings will be kept each day
- Informed about meals, snacks and drinks provided by the Centre
- Required to discuss medical management plans and allergies (if applicable)
- Advised about the daily sheet and how parents can view this
- Introduced to the room routine and Centre program. This includes Educational Journal and the observation cycle.
- Informed about communication methods including meetings, interviews, newsletters, emails etc.
- Invited to set family goals for their child
- Asked to confirm their preferred method of communication.

**Room Transition**

When children transition to a new age group or room at the end of the year or mid-year, our Centre ensures we provide information to parents and families and opportunities for the child to become orientated to their new educators, environments and peers.

- We encourage parents and families to ask questions to support their child's transition and overcome any potential anxiety.
- 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 when 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 requirements 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.
- Management will invite families to information evenings/sessions to discuss room transitions at key times in the year.

The centre aims to arrange for room transitions when a vacancy occurs or at the beginning of the New Year or mid-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.

### **Evaluation and Follow Up**

Once the child has attended the Centre for a few days, educators will ensure they:

- Speak directly with the family to ask how their child and the family has settled into the routine of childcare
- Welcome any questions or concerns the family may have
- Provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)
- Request families to offer suggestions of how the Centre could improve the orientation process

### **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 you 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 educator 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 and Shoes.
    - 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:** Australia Children's Education & Care Quality Authority. (2014). Australian Government Department of Education, Employment and Workplace Relations. (2009). *Belonging, Being & Becoming: The early years learning framework for Australia*. Education and Care Services National Regulations. (2018) Guide to the National Quality Framework. (2017). (Amended 2020). Revised National Quality Standard (2018). The Australian parenting website Raising children <https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

**Date Implemented:** 16/04/2012

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## National Quality Standard – NQS

### Quality Area 6: Collaborative partnership with families and communities

<b>6.1</b>	<b>Supportive relationships with families</b>	Respectful relationships with families are developed and maintained and families are supported in their parenting role
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6.1.1	<b>Engagement with the service</b>	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	<b>Parent views are respected</b>	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	<b>Families are supported</b>	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	<b>Collaborative partnerships</b>	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	<b>Community and engagement</b>	The service builds relationships and engages with its community
<b>Education and Care Service National Regulations</b>		
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	
<b>Early Years Learning Framework</b>		
<b>Learning Outcome 1 - Children have a Strong Sense of Identity</b>		
1.1	Children feel safe, secure, and supported	
1.3	Children develop knowledgeable and confident self identities	
<b>Learning Outcome 2 - Children are Connected with and Contribute to their World</b>		
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	

