

C.a.F.E Enfield  
**Children's Centre**  
for Early Childhood  
Development and Parenting



Government  
of South Australia



# Parent Information Handbook

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Director of Education & Care  
**Joan Gilbert**

## C.a.F.E. Enfield Children's Centre - Site philosophy

C.a.F.E. Enfield Children's Centre is an integrated site including Community managed Child Care, Department for Education Preschool, Playgroups, Child and Family Health Services, Learning Together, parenting support programs, and Adult Education. These services work together to support health, social, emotional and educational outcomes for children and their families.

We are committed to developing the cultural competence of our educators with respect to Aboriginal and Torres Strait Islander cultures as we work towards development our Reconciliation Action Plan. We acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

We believe that inclusion is a right and that every child is entitled to high quality early education and care. Our practices reflect the belief that children are capable and competent learners from birth and unique in their own individual way. Educators encourage children to try things for themselves, and support them to build a sense of optimism and positive well-being.

We believe families have a critical role in early development of their children's learning. We believe young children are happier and achieve more when early year's educators work together with families to share insights, aspirations and documentation to support and extend children's learning and development. We provide a safe, welcoming place for all children and their families to foster a strong sense of belonging and community.

We believe children have a right to play. Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, ever-evolving materials and spaces to enable children to participate uninterrupted, to work alone, or in small intimate groups or as a member of a large group.

We believe children should experience wonder in their world. Children are citizens from birth, and as such have a right to be listened to and a voice in decisions that affect them. Educators work with children to develop skills, knowledge and dispositions to connect them to their environment and their community. We model sustainable practices and promote active engagement by learning from, with and in the natural environment.

We believe children need healthy food, quality sleep and lots of exercise to assist with brain and body development. Meal times are social learning times that provide opportunity to develop connections between people. Our daily routines and programs encourage children to eat a wide variety of nutritious foods every day.

The quality of Educators is the key to the provision of high quality care and education of young children. This notion is supported through an environment of trust and respect with the community and in a culture of continual reflection and renewal of ideas and understandings. Educators are actively encouraged to access and continue training and professional development. We are all lifelong learners.

Reviewed March 2019



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### **Centre Staff:**

The Centre model has a commitment to high quality children's programs and as such the child/staff ratio is higher than the minimum requirements under the National Quality Framework.

### **Director -Education and Care**

- Employed and funded full-time by Department for Education (DfE). The Director is responsible for all of the programmes offered and run at the Children's Centre.

### **Leadership Team**

- Assistant Director
- Team Leaders from each room
- Family Practitioner
- Community Development Co-ordinator
- Occupational Therapist
- Speech Pathologist

### **Supported by:**

- Early Childhood Teacher
- Diploma qualified educators in each of the rooms
- Certificate 3 qualified educators

### **Preschool:**

- Preschool Teacher/s
- Early Childhood Worker/s
- Preschool Support Workers
- Bilingual Workers

(All preschool staff are employed by DfE)

### **Ancillary staff:**

- Administration officers
- Cook



## **Historical Information**

The Children and Families Everywhere - Enfield (C.a.F.E. Enfield) Centre has been created as a result of a joint initiative between the then Commonwealth Department of Family and Community Services (FACS), State Government the then Department of Education and Children's Services (DECS), Children, Youth and Women's Health Services (CYWHS) (formerly Child and Youth Health), Enfield Primary School and local community organisations.

The aim of the Centre was to create a "Family Friendly Centre" where children and their families feel welcome to visit and participate in activities or network with others from the community, resulting in effective support services which are designed to respond to the needs of parents and children. This model incorporates on one site CYWHS and DECS service provision. These services include developmental health checks for children, universal home visiting, parenting programs, adult learning pathways, early learning programs for children and families, a range of community activities, child care, preschool, and primary school.

C.a.F.E. Enfield, based on the grounds of Enfield Primary School, has been operating since 2002 and has established a strong community spirit. Over this period the project has engaged a great number of families and children through a range of early childhood and parenting programs, community activities, children activities, parent volunteer participation and community consultations. The project prides itself on the commitment to building on 'family strengths' and ensures that activities are in response to community need.

In June 2005, the Minister for Education and Children's Services released the report of the inquiry into the Early Childhood Services in South Australia, 'The Virtual Village: Raising a Child in the New Millennium'. This report established a framework for the future of service provision for children from birth to eight years old and their families. The report describes an integrated: cross government approach to the delivery of early childhood services. These services will be community facilities that bring together the range of services for children delivered by the Department of Health, Families and Communities and Education and Children's Services.

C.a.F.E Enfield was identified as one of the sites for the development of an Early Childhood Development Centre, providing an integrated birth to eight care and education program at the site.

## Governance

C.a.F.E. Enfield Children's Centre Governing Council has joint governance responsibilities for Community Childcare and Department for Education Preschool delivery.

- Childcare service incorporated under Associations Incorporations Act.
- Preschool service incorporated under Children's Services Act.
- One governance committee manages both services.

## Centre Facilities

Buildings and grounds:

- The buildings are owned by the Minister for Education.
- The C.a.F.E. Enfield Children's Centre Governing Council has responsibility of the upkeep in conjunction with the Director of Education and Care.

Centre Capacity:

- Centre capacity (up to 84 child places which includes up to 25 preschool places/session).
- Access for children and staff with disabilities.

## Signing In and Out

It is a requirement of the Australian Federal Government that you sign your child in and out of the Centre each day you use the service - this applies even when your child is absent.

## Childcare Fees

C.a.F.E Enfield Children's Centre is open for 50 weeks a year. We are closed for 2 weeks during the Christmas/New Year period. **No fees will be charged during this time.**

### Payment of Fees

Upon commencement at the centre, families will be allocated a labelled pocket, located in the hallway. Weekly accounts will be placed in this pocket or families can opt to have their account emailed to them. Payment of fees can be made using the following methods:

- EFTPOS
- Internet banking - our account details are located on the top right hand corner of parent accounts
- Cash or cheque using the envelopes provided and then placed in the locked Fees Box

Our Childcare Centre is a Community-based Centre and as such relies on prompt timely payment of fees to maintain financial viability and continue to operate. Accounts must be paid on a weekly or fortnightly basis unless negotiated otherwise with the Director of Education and Care. Please see office staff if you have any questions.

## School Holidays

### **December/January School Holidays**

Parents have the benefit of being able to change booking times for the summer school holiday period only. A request form to alter bookings will be made available during the month of November and these forms will need to be returned by 30th November.

Bookings requested on this form for school holiday times:

- Will be charged regardless of attendance.
- Will only be applicable for that holiday period and will not affect your term time bookings.

## Public Holidays

Public Holidays will be charged at 50% of out of pocket expense to parent (including public holidays that fall during the school holidays).

## Family Holidays

The centre requires 2 weeks notice of family holidays and parents will be charged at 50% of their out of pocket expense. The discount applies to a minimum of 1 week of the child's usual bookings, not individual days (unless that is a child's booking for a full week).

## Centre Closures

Centre closure days for the purpose of staff professional development do not incur charges.

## Car Parking

Car parking is available at the end of Pateela Street. For the safety of all children please **avoid** parking in Wilkins Street at all times.

## **What you need to bring each day:**

- Bag
- Hat - a **beanie** for winter, **sunhat** for other times of the year (see skin protection policy over page)
- Please be aware of the dangers of drawstrings/cords & toggles on hats and clothing
- Several changes of clothes (including socks)- for water play, messy play, spills and toileting accidents
- Warm jacket for the colder weather
- Personal items such as: Bottle and formula/breast milk, Comforters (eg. dummy, teddy or blanket)
- Please name all of your child's items to ensure that they do not get lost.

If you are missing any items, please check with the educators in the room or in the Lost Property Box located in the foyer

## Health and Nutrition

### Skin Protection Policy

We are accredited by the Cancer Council of South Australia as a Sunsmart Centre and as such we aim to provide an environment that actively follows and promotes sun smart practices. Staff check the ultraviolet radiation (UV) levels each day. Whenever the UV levels are 3 and above children will be provided with broad spectrum SPF 50+ sunscreen before going outside and this will be reapplied every 2 hours. If your child has sensitive skin then we ask that you provide your own sunscreen.

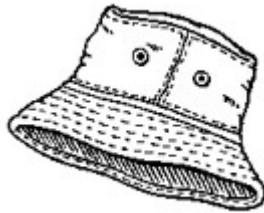
(Children not wearing a hat will need to play under the veranda or other shaded areas).

### **Appropriate Hats as recommended by the Cancer Council SA**

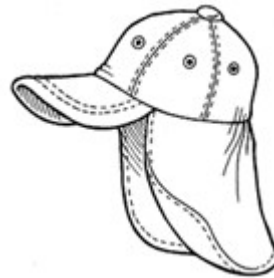
**Broad brimmed hat**



**Bucket hat**



**Legionnaire hat**



**No Caps**



**Please remove any drawstrings or cords from hats as these are a safety issue!**

### Asthma

In order for us to support your child, please inform the centre **before** your child starts care so that we have all of the relevant forms and plans in place. (Asthma packs for parents are available from the office).

### All Meals

- Our chef plans a menu using the Australian Dietary guidelines to ensure that over a whole day in care, children receive half of their daily nutritional requirements.
- Breakfast, shared fruit, a cooked lunch, afternoon tea & a light snack are provided.
- The weekly menu is displayed in each of the rooms.
- All meals are modified to meet any allergy or religious requirements. The centre only uses Halal meat products.
- Water is available to the children at all times. Milk (or soy milk for children with special dietary requirements) is offered at fruit time and afternoon tea.

### Food Allergies and dietary requirement

We have several children with life threatening allergies to various foods, **so for the health and safety of the children please do not bring:**

- any nuts or nut products into the centre.
- other food from home in children's bags.

If your child has a food allergy or intolerance, or you have any cultural or religious dietary requirements please inform the centre **before** your child starts care.

(Anaphylaxis packs for parents are available from the office).

## Nappies

Nappies, wipes and a basic nappy cream are all provided. If you use a different nappy cream for your child, or would rather use your own nappies, we ask that you supply this labeled with your child's name.

## General Illness

Excluding sick children and staff is one of the most important ways of limiting infections within the centre. The centre does not have the facilities or the staff to care for sick children, therefore if your child is unwell then please keep them at home and notify the centre about their illness. Please see the Child Health Policy for more details and/or consult our primary reference available on the internet -

[http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55\\_staying\\_healthy\\_childcare\\_5th\\_edition\\_0.pdf](http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf)

## Programs: High Quality Care and Education

The program for our Centre is play-based and is built on a foundation of secure attachment and building trusting relationships between families, children and educators. Play is fundamental to young children's learning as through play they engage in exploration, imagination and investigation; while at the same time they are socialising, communicating and collaborating with other children and adults around them.

To support this, your child will be assigned to a Primary Caregiver who will be the person for you to share information with.

High staff: child ratios are a priority for us as they support the development of positive, responsive and trusting relationships. These ratios also enable educators to engage with children more deeply in play and extend learning opportunities.

Research also demonstrates that quality is also linked to the qualifications held by educators. A mixture of degree and diploma qualified ensures that children's development and learning needs are met. At least 50% of the educators in each room hold a diploma qualification or above, while the remaining educators hold a minimum Certificate 3 qualification.

Belonging, Being and Becoming-The Early Years Learning Framework for Australia is the basis for our curriculum planning and evaluation of children's learning. Observation and documentation of children's learning is used to gather information about what children know, understand and can do. We use digital photographs, samples of children's work, and "learning stories" to articulate children's involvement, track progress against Learning Outcomes and plan effectively for each child.

Our learning environments inside and outside provide flexible materials and spaces for children that are interesting and inviting, and allow them to work alone, in small intimate groups and/or as a member of a large group. We have a large outdoor environment which enables children to explore, investigate and connect with the natural world, to be adventurous and take risks. It is also a place for children and educators from across the whole Centre to interact with one another on a daily basis.



## **Kaurna Room Names**

We acknowledge that the Kaurna language is the cultural property of the Kaurna people and we thank *Kaurna Warra Pintyanthi* (KWP) for allowing us to use these words. After consultation with KWP throughout 2015, we were granted permission in 2016 to use Kaurna words for the names of the children's learning spaces based on the life cycle of the **Karra** tree (River Red gum).

### **Yitpi Room**

*Yitpi (Jipi)* is a word from the Kaurna Nation and means seed.

Crèche is provided to support parents engaged in on-site adult education and community learning. This is a mixed-age setting catering for small groups of children from birth to 5 years of age.

### **Yitpi Tarnanthi Room**

*Yitpi Tarnanthi (Jipi Darrnundi)* is a word from the Kaurna Nation and means seed sprouting.

Positive relationships and wellbeing are the foundation of the curriculum with our younger children. We draw on current educational theories such as Attachment Theory, Circle of Security and Marte Meo to help guide our practice.

Group size is an important factor within all of the rooms but particularly so in this room. We aim to limit the number of children to 12 in each session as this helps in establishing relationships with children and families that support learning and development. (Additional places are booked from time to time to support families in need.)

### **Karra Room**

*Karra (Gahra)* is a word from the Kaurna nation and means Red Gum

The focus of the curriculum in this room is on supporting children's growing capability to make decisions, try things for themselves and participate meaningfully in everyday routines, which form a large part of our day. Other key areas include developing the necessary social and communication skills to enable children to build friendships and to cope when things may be difficult.

### **Kangkulya Room**

*Kangkulya (Gangelar)* is a word from the Kaurna nation and means Red gum seed pod.

The Kangkulya Room integrates childcare for 4 year olds and a Department for Education funded Preschool Monday to Friday during school term time. The program is delivered by a combination of degree qualified & diploma qualified child care educators, supported by Bi-cultural and Additional Needs Support Workers.

The curriculum in this room provides opportunities for children to engage in sustained learning that builds upon their interests and introduces new ideas to provoke new thinking. This is done through a combination of individual and small group work as well as joint projects that may involve the whole group. There is also a strong focus on literacy and numeracy learning in everyday play.

## **Family Involvement**

Our Centre is managed by a community Management Committee, who is elected annually at an Annual General Meeting held in February/March. We welcome the participation and voice of parents on this committee. The committee is fundamental to the decision-making and direction of the Centre.

We recognise that you are the most influential teacher in your child's life and know far more about your child than we can know. We value your input and suggestions into the curriculum and decisions that affect your child. Our aim is to develop relationship with you that enables us to learn about your child, your expectations and aspirations for them and also to share our expectations and understanding also.

We aim to provide many opportunities for families to be involved in the life of our centre and to come together as a community. This can be informally by spending some extra time at drop-off or pick-up times playing with your child; by sharing a special skill or interest such as cooking, painting, sewing or woodwork. It could also be through attending various workshops or playgroups offered during centre times and after hours, often with childcare provided.

## **Policies**

Policies are developed and reviewed collaboratively by families and educators. Go to our website for more information about Centre policies or refer to the Policy Folder in the front foyer of the Centre.

## **Pockets**

You will be allocated a pocket for your family that will contain your bill, newsletters, and other information about what is happening at the Centre.

## **Any further questions**

Our staff team of educators are always willing to have short discussions with you about any concerns or issues you may have. For longer discussions it is best to arrange an appointment. This is in the interests of all children as the educators need to be focused on the group of children while they are in our care.

We hope your time at C.aF.E Enfield Children's Centre is filled with lots of learning and wonderment and is a special time for the whole family.

## **References:**

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1. Children's Services Act of 1985
2. *Staying Healthy in Child Care*, 5<sup>th</sup> ed., 2012, Australian Government National Health and Medical research Council
3. *Belonging, Being and Becoming-* The Australian Early Years Learning Framework,

DEEWR 2009

4. *National Quality Framework Resource Kit, Australian Children's Education & Care Quality Authority, 2011*
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Review:

Draft:	February 2007
Review in consultation with staff and Parents:	February 2008
Review in consultation with staff and Parents:	March 2009
Reviewed in consultation with the Management Committee:	December 2010
Reviewed in consultation with Parents and Staff	March 2013
Reviewed in consultation with Parents and Staff	October 2014
Reviewed in consultation with Parents and Staff	October 2015
Reviewed in consultation with Parents and Staff	October 2016
Reviewed in consultation with Parents and Staff	October 2018