



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
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Acknowledgement of Country

We acknowledge the land that we work and learn on today is the traditional lands of the Kaurna people and we respect their spiritual relationships with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

This is the way the children acknowledge country each day:

***"this land belongs to all of us.
But it first belonged to the Kaurna People.
We thank the Kaurna people for looking after the land.
We promise to take care of the land and the waters together
We promise to take care of the plants and the animals together.***

Ninna Marni



Welcome

A warm welcome is extended to you and your child.

Our staff team works together with families and the community to provide the best possible learning, health and wellbeing outcomes for children.

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, and parenting support programs. These services work together to support health, social, emotional and educational outcomes for children and their families.

C.a.F.E. stands for "Children and Families Everywhere" and represents our belief that 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.

Children's Centres recognise and respect cultural diversity and provide programs and services that are inclusive of all members of the community.

We trust that your time at our Children's Centre will be enjoyable and invite you to become fully involved in our activities.

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 of 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 April 2023



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. Our staff team is the most important component of providing high quality education and care. Things like group size, staff qualifications and high educator-to-child ratios matter 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.

Director -Education and Care

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

Leadership Team

- Assistant Director
- Team Leaders from each room
- 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

Relief educators

- We are supported by a pool of regular relief educators who are familiar to the children



C.a.F.E Enfield Children's Centre

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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 prior Commonwealth Department of Family and Community Services (FACS), State Government the prior 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.

Family Involvement

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 a relationship with you that enables us to learn about your child, your expectations and aspirations for them and to share our expectations and understanding also.

We aim to build a sense of community belonging by providing 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 or by volunteering through working bees or projects in and around the service. A more formal way to be involved is by joining the Management Committee (read the Governance section below for more information).

Communication with families

Our main methods of communication will be direct face-to-face communication, or via email, telephone, newsletters and displays.

You will be allocated a pocket (in the hallway or outside preschool for other information about what is happening at the Centre.

Please speak to your child's educators if you have any questions or need to share information

Management & Governance

C.a.F.E. Enfield Children's Centre is managed by a **Management Committee of parents and staff**, who are elected annually at an Annual General Meeting held in February/March.

Parents who are not on the Committee are welcome to attend meetings, and can nominate to join the Committee at any time.

In accordance with our Safeguarding Children Policies, a Working with Children Check (WWCC for volunteers) is required as well as a short 2- hour online RRHAN -EC training (Responding to Risks of Harm, Abuse & Neglect in Early Childhood).

The Committee is fundamental to the decision-making and direction of the Centre. It is a great way to meet other parents, develop your skills and knowledge & have a voice in how the Centre is managed.

The Committee 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 (up to 84 child places which includes child care & preschool)
- We are an inclusive site and welcome people of all abilities.

Car Parking

Car parking is in the Pateela Street carpark. There are three 15- minute car spaces close to the building to assist with drop-off & pick-up. **Please avoid parking in Wilkins Street at all times.**

Childcare Fees

(please read the [Fee Policy](#) on our website for more information)

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.**

Our Childcare Centre is a not-for-profit 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.

We require a Bond Payment when you are offered a place

A bond payment of \$20.00 for each day that your child is booked into care is required once you have been offered a place. The bond payment will be refunded when your child leaves the Centre.

For example- if your child will be attending the Centre 3 days a week a \$60.00 bond is required, if they attend 5 days then \$100 is required.

The bond will be forfeited if you accept a place at the Centre and then your child doesn't start (this is to cover the admin costs associated with setting up and removing the enrolment).

Childcare Subsidy & Gap fees

Childcare Subsidy (CCS) will be applied to **childcare** fees where families meet the Australian Government eligibility criteria. (CCS does not apply to preschool fees). To ensure you receive Child Care Subsidy you must sign your child in and out each day. This is done electronically via the ipad in the Centre foyer or your child's room.

Families who receive CCS are required to make a co-contribution to their child care fees under [Family Assistance Law](#). They do this by paying the difference between the provider's fee and the CCS amount. This is known as the out-of-pocket or **gap fee**.

This requirement does not apply to families who receive Additional Child Care Subsidy (child wellbeing) or (grandparent). That is because this subsidy generally covers 100% of the fee charged.

You can find more information about CCS at the Services Australia website [here](#).

How to pay Fees

(Please note that under Family Assistance Law **cash payments cannot be accepted**)

Bank transfer:

- Fees can be electronically transferred into our account. The details for internet banking are on the top right hand corner of your fee invoice. When paying by direct deposit please put your child's surname and initial in the description field so we know who the payment is from.

Credit card

- Payments can be made via EFTPOS when the office is attended.

How you will get your statement of fees

A statement detailing your session times, allowable absences used, fees & payments will be emailed to you each week. It will detail your fees and payments for the previous week. If you prefer to receive a paper copy then please speak to someone in the office.

Financial Difficulties

If you are experiencing financial difficulties, please speak to us as soon as possible so that a suitable payment plan may be arranged with the Director.

Families can apply for [Additional Child Care Subsidy](#) (ACCS) through Centrelink if they are in temporary financial hardship. You may need to meet certain criteria to be eligible. More information is available on the [Services Australia website](#).

Failure to Pay Fees

It is a requirement of this centre that regular payment of fees are made and maintained. The account payee is expected to pay fees weekly/fortnightly, unless special arrangements are negotiated with the director.

If you don't pay your fees, you will be contacted via:

- an SMS reminder after 14 days
- Telephone call after 21 days to discuss payment options.

Continued failure to pay your fees may result in your child's care being suspended until fees are paid or a payment plan is in place.

Absences from child care

- Families are requested to contact the Centre by telephone or e-mail if their child is unable to attend a session (contact details are on page 1 of this policy).
- Families must still pay the 'gap' fee if their child is unable to attend
- Under Family Assistance Law, families can get CCS when their child is absent from a session of care they would normally attend for up to 42 days per child, per financial year.
- Families can use their 42 absence days for any reason. They don't need to provide evidence.
- Families may be entitled to [additional absence days](#) in certain circumstances once they have used their allowable absences.
- In shared care arrangements, the allowable absences count is allocated to the child, not to each individual parent.
- More information is available on the [Services Australia website](#).

Public holiday Fees

There is no charge for Public Holidays.

Family Holiday Fees

Normal Fees still apply.

Family holidays require a minimum of 2 weeks' notice. This can be done by completing the "Notification of Changes form" located in the office, or by email.

Families can use their 42 allowable absences for short-term travel overseas. However, families will stop being eligible for CCS after 6 weeks overseas. Learn more about [payments to families overseas](#).

Changes to your regular booking (including notification of holidays, request for extra days/different days, cancelling your bookings)

We are usually operating at our capacity within the rooms and so it may not be possible to change your days/bookings. Any requests/changes to your regular bookings require a minimum of 2

weeks' notice and can be done by completing the "Notification of Changes form" located in the office, or by email and you will be added to our internal waiting list.

- Failure to give the required 2 weeks' notice for cancelling your child care bookings, will result in the bond being forfeited.

December/January School Holidays

Parents have the benefit of being able to change booking times for the summer school holiday period only. (This includes reducing, increasing or cancelling sessions within that period). 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 will only apply for that holiday period and will not affect your normal term bookings. If you book a session and don't attend, you will still be charged.

Centre Closures – No fees are charged

- The Centre closes for up to 4 days per year for **Professional Development**. No fees are charged on these days. Parents are notified once dates are set.
- The Centre closes for 2 weeks during the **Christmas/New Year** period – no fees will be charged during this time. You will be informed of the dates once they are set by the Management Committee each year.

Late Collection

Failure to collect your child before the end of the session (12:30pm or 6:00pm) will incur a late fee of \$2.00 per minute. Sign out as normal on the ipad. The educator will write in the time the child is collected on the **late collection form** & record their name. The person collecting the child will sign the form as an acknowledgement. This form will be forwarded to the admin staff.

Late fees will be charged to the next regular invoice.

You must supply a current copy of your child's Immunisation History Statement

Following changes to the *South Australian Public Health Act 2011* children are not be able to enrol in or attend early childhood services unless all immunisation requirements are met. Therefore you must supply us with a copy of your child's 'immunisation history statement', which is downloaded from the Australian Immunisation Register (AIR).

You will need to supply us with an updated copy at specified times when your child

The Act states:

- an early childhood service must not enrol a child if all immunisation requirements are not met
- a child cannot attend, or continue to attend, an early childhood service if all immunisation requirements are not met
- early childhood services must keep a current copy of an approved immunisation record for each child enrolled in, or attending that service, and
- approved immunisation records must be supplied by parents/guardians to the early childhood service at specified times.

For more information, see [early childhood services and immunisation requirements](#) on the [SA Health website](#).

Centre Policies

This handbook provides an overview of some of our policies and practices. You can read our full policies at any time on our website www.cafeenfieldcc.sa.edu.au or in the Policy folders located in the front foyer, and in the preschool.

Centre policies are reviewed on a regular basis by staff, the Management Committee and parents. We encourage you to contribute to this process also. We will use the newsletter to notify when particular policies are being reviewed.

Click on the Policy headings (if viewing this handbook on our website), or visit our website to read the full version of each policy..

Delivery and Collection of children policy

The safety and security of children is of great importance to the centre. The Centre becomes responsible for your child once they are signed in for the session by a parent/caregiver and up until the time that they are signed out.

Children will not be released to any person who is not listed on your child's enrolment form, unless we have been notified by a parent. If staff do not know the person by appearance, the person must be able to produce some form of photo identification (Eg driver's license/proof of age card).

Signing your child in & out each day

We use ipads for digitally signing your child in & out each day. Once you enrol your child you (and the other people you authorise to collect your child) will be given a pin code. Use your phone to scan the QR code and enter your pin number. Press either ""arriving"" or ""leaving"" and then ""confirm"". Your pin is a unique digital signature so please do not share it with anyone. (Pare sign-in sheets will be provided in your child's room if electronic sign-in is unavailable).

Clothing policy

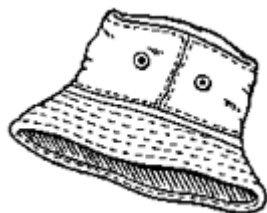
What you need to bring each day:

(Please name **all** of your child's items to ensure that they do not get lost).

- Bag
- Several changes of clothes (including socks)- for water play, messy play, spills and toileting accidents
- Warm jacket for the colder weather
- Hat – a **beanie** for winter, **sunhat** for other times of the year (August to May). Appropriate Hats as recommended by the Cancer Council SA are:



Broad brimmed hat



Bucket hat



Legionnaire hat



No Caps

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

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

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

Sun 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 and complete the relevant forms (available from the office)

In keeping with this centre's Sun Protection policy, it is recommended that during hot weather your child wear the following clothing while at the centre:

- Keep as much of your child's skin covered with clothes made from tight weave fabric e.g. T-shirt material.
- Shirts/blouses with backs, collars and long sleeves and long trousers/skirts offer the best protection. However, elbow length sleeves and knee length shorts & skirts may be more appropriate and offer an acceptable compromise.
- If a child is wearing a singlet top, or a dress with shoulder straps, then they will wear a t-shirt over the top before going outside.

Hot Weather Policy

Hot weather can affect babies and young children because their bodies cannot adjust to changes in temperature as well as adults. Babies and children sweat less, reducing their bodies' ability to cool down. They are at risk of overheating and developing a heat-related illness.

The risk of heat stress is a factor of both air temperature and relative humidity levels.

On days with extreme hot weather (ie 32 degrees and above), children will be offered outdoor play in the morning and late evening only. Indoor/outdoor play is always an option for children (provided that staffing levels at the time do not compromise supervision or safety).

To promote meal times (particularly lunch time) as relaxed, social times for children, we often utilize the verandah areas to enable smaller groups at meal times. During hot weather (32° C and above) all children will eat inside.

Healthy Food & Nutrition policy

We have several children with life threatening allergies to various foods, so please **do not bring any food from home into the Centre.**

Our cook plans a menu using the Australian Dietary guidelines to ensure that over a whole day in care, children receive 50% of their daily nutritional requirements. We provide breakfast, shared fruit, a cooked lunch, afternoon tea & a light snack at the end of the day (the weekly menu is displayed in the children's rooms).

We provide a safe, supportive and social environment in which children can enjoy eating with their peers and educators in an unhurried way. Educators sit with children during meal times to support social and language skills, as well as skills in feeding, serving their own food and pouring their own drinks.

In recognition of the cultural and religious diversity of our community lamb & chicken are the only meats used at the Centre, and these are supplied by a Halal butcher. No processed cold meats (eg ham, bacon) are used.

Water is available to the children at all times of the day. Milk (or alternatives for children with special dietary requirements) is offered at fruit time and afternoon tea.

For infants, we support breastfeeding and we can provide a quiet space for you to breastfeed at drop-off & pick-up times. If you wish to leave expressed breast milk at the Centre, please provide it in ready-to use- bottles that are clearly labelled with your child's name & the use-by date.

We facilitate bottle feeding for infants who have formula. Please provide powdered formula and empty bottles clearly labelled with your child's name so that formula can be prepared at the Centre.

Food Allergies and dietary requirements

We are an Allergy Aware Centre and we are experienced in catering for a wide range of dietary needs. We aim to minimise risks associated with food related allergy & anaphylaxis. If your child has anaphylaxis, a food allergy or intolerance, or you have any cultural or religious dietary requirements please inform the centre **as soon as possible before** your child starts care. Your child will not be able to start until we have completed **dietary Plans** and **Health Support Agreements** in place.

Child Health and Ongoing Medical conditions

Serious medical conditions including asthma, anaphylaxis, and diabetes need to be effectively managed to ensure that staff are able to adequately care for the needs of children. In order for us to support your child, please inform the centre as soon as possible **before** your child starts care of any health or medical conditions so that, together with you and your doctor, we can have Action plans & Health Support Agreements in place.

There is always at least 1 Educator on duty at all times who has completed training in Emergency Asthma & Anaphylaxis Management)

Please read the following policies on our website for more information:

- [Anaphylaxis Policy](#)
- [Asthma policy](#)
- [Child Health Policy](#)
- [Medication policy](#)

Illness & hygiene practices

The nature of interactions within our Centre means that illness can quickly spread There are a number of processes that the centre undertakes to support infection control - the most important ways of preventing the spread of infectious disease are

- effective hand washing
- exclusion of sick children and staff
- Immunisation
- Practising good cough & sneeze etiquette

The Centre does not have the facilities or the staff to care for sick children, therefore if your child is unwell please keep them at home and notify the Centre about their illness. You may be asked to collect your child if they are feeling unwell or display symptoms of illness (such as high temperature, diarrhea, vomiting, persistent runny nose with green/ yellow thick mucus, a persistent cough etc)

The Centre follows advice & recommendations (including exclusion periods for illness) provided in [Staying healthy: Preventing infectious diseases in early childhood education and care services](#), produced by the National Health and Medical Research Council.

Medication policy

In supporting the health and wellbeing of children the use of medications may be required by children whilst at the Centre.

Educators will only administer medication to children that is prescribed and labelled by a doctor or pharmacist.

Medication must be in the original pharmacy container and parents must complete a Medication Record form in detail.

We are committed to ensuring all medication is stored and administered in a safe manner for the ongoing wellbeing of children, and the protection of staff.

Safeguarding children policy

As a Centre, we have responsibilities and legal obligations to safeguard and promote the wellbeing of children. We do this by:

- providing safe, respectful and engaging environments where children and young people have a voice and can develop positive life skills and values
- recognising when children and young people's safety and wellbeing is compromised and responding to concerns, including making a mandatory notification where required
- understanding the needs of children and young people who have experienced harm and provide additional support.

This policy is part of the department's obligations to safeguard and promote the wellbeing of children and young people and to meet its child safe environments compliance. It was previously called the child protection in education and early childhood services policy.

Parent Complaints policy

We always strive to carry out our work in a professional manner in the best interest of children and families. We recognise that sometimes things go wrong and you may feel that your expectations are not being met. If you have a complaint or would like to provide feedback, we would like to hear from you. It's important to work together, talk, listen and find solutions in a courteous and respectful manner, so we can improve our service.

All complaints will be taken seriously.

Steps you can take:

1. **Identify the issue-** It helps to be clear about what the problem or issue is, and what you would like done about it. Write down key points to refer to when you report the problem.
2. **Find a person to speak to-** If an interpreter is required, please let us know prior to any meeting. Start by talking to your child's educator. Explain the issue and give the staff member time to follow up. It's best to only discuss your complaint with people directly involved in the complaint or resolution process. This will help limit damage that is caused by rumours.
3. **Organise a meeting-** If the matter is not resolved, or if your complaint is about an educator, you may want to meet with or write to the Director. They will work with you and the staff member to resolve the issue.
4. **If the matter is not resolved -** you can email the Education Standards Board: educationstandardsboard@sa.gov.au or phone [1800 882 413](tel:1800882413)

Safe Sleep and Rest procedure

C.a.F.E. Enfield Children's Centre is required to follow the Department for Education's [safe sleeping and resting for infants and young children procedure](#) (department procedure) which aims to ensure appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

The Centre cannot deviate from current recommended safe sleeping practices due to the higher risk of Sudden Infant Death Incidents (SUDI) associated with different practices. Educators conduct regular risk assessments to ensure we provide a safe sleep & rest environment.

During orientation visits, educators will consult with families about their child's sleep & rest needs and discuss information about safe sleep recommendations. Educators will be respectful of family preferences (where possible/ practical) and sensitive to each child's needs so that sleep & rest times are a positive experience. Children will neither be forced to sleep nor prevented from sleeping (Eeg deliberately kept awake by educators).

To implement the procedures for facilitating 'a collaborative partnership with families' and for addressing 'requests to vary sleep practices', as set out in the department procedure:

- Upon enrolment, educators will inform families of the Centre's sleep and rest procedures and will discuss information about safe sleep recommendations.
- the Centre's sleep and rest procedures will be made available to families in hard copy / on the service's website
- educators will make a record of any parent communication concerning requests to vary sleep practices, and decisions made in relation to such requests
- site leaders will ensure that educators have appropriate safe sleep training to support them when addressing families' requests which are contrary to the safe sleep guidance
- In circumstances where it is considered that a family may not understand the risks associated with sleeping environments, educators may refer the family to other services for further advice & support.

High Quality Care and Education

As a Centre we are committed to the following things:

- Children's Rights- including the right to have a voice in decisions that affect them.
- Being Inclusive
- Play as one of the most important ways children learn
- Natural environments and materials
- Supportive relationships
- Continuous Improvement in everything we do

The program for our Centre is play-based, as play is fundamental to young children's learning. Through play children engage in exploration, imagination and investigation; while at the same time they are socialising, communicating and collaborating with other children and adults around them

Children learn and develop best in a calm, safe and caring environment. High staff to 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.

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 one large (natural) outdoor environment which is shared by children from babies through to preschool age. We believe that this enables children to explore, investigate and connect with the natural world, to be adventurous and take risks. It also means that children and educators from across the whole Centre get to interact with one another on a daily basis and form long term relationships.

We also utilise our "Beyond Space"- a large nature play space located beyond our back fence at the end of the Enfield Primary School oval. This is a space for children to invent games, create stories, build and play using the natural materials around them. It is a space where children can engage in "heavy work" such as moving logs and boulders, transporting rocks in wheelbarrows, digging and mud play.

We encourage and support children to be actively involved in and contribute to the daily life of our Centre. Routine times are important learning times as they are a large part of our everyday life. Routines includes things like arriving & leaving, meal times, nappy changes, toileting, sleeping, setting up and packing up. They help provide predictability and a pattern to our day, as well as providing lots of opportunities for supportive interactions, conversation, decision-making and choice.

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 pedagogical documentation of children's learning is used by educators to gather information about what children know, think, understand and can do. We use this documentation to help us learn more about how children learn best, to track their progress and to plan effectively for each child's learning.

Research 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. Under the National Quality Framework At least 50% of the educators in each room must hold a diploma qualification or above (at C.a.F.E. Enfield Children's Centre we aim for this to be much higher) while the remaining educators hold a minimum Certificate 3 qualification.

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).

- In renaming the rooms with Kaurna words, we are acknowledging the Kaurna people's connection to country and teaching our children the rich culture that we share with our First Nations people.

Yitpi Studio

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

The Yitpi Studio is a multi-purpose space that is often utilised for community playgroups and to support parents engaged in on-site workshops and community learning.

We also use this space with our 4 year old children to come to as a studio space for ongoing project work .

Yitpi Tarnanthi Room

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

This is our youngest age group. 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.

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 during school term time. The program is delivered by a combination of degree qualified teachers & 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.

National Quality Standard

The Australian Children's Education and Care Quality Authority (ACECQA) is the national body that oversees the implementation of the National Quality Framework (NQF). Education and care services across Australia are assessed and rated by their state and territory regulatory authority. All approved services are assessed against the seven quality areas of the National Quality Standard and given an overall rating.

C.a.F.E. Enfield Children's Centre currently has an assessment rating of **Exceeding** the National Quality Standard. Our most recent review certificate and quality profile are displayed in the front foyer. Further information regarding the National Quality Standards can be found on the Starting Blocks website at <https://www.startingblocks.gov.au/>

NQS Rating – Current

Overall rating: Exceeding

NQS Rating Issued: July 2017

The 7 quality areas:

1	Educational program and practice- Exceeding NQS Your child is supported to participate in play and learning-
2	Children's health and safety- Exceeding NQS Your child is protected from illness and hazards
3	Physical environment- Exceeding NQS Your child plays in a safe and well maintained environment
4	Staffing arrangements- Exceeding NQS There are enough qualified staff to give your child the attention they need
5	Relationships with children- Exceeding NQS Your child is made to feel supported and welcomed
6	Collaborative partnerships with families and communities- Exceeding NQS Local community involvement and respect for the beliefs and values of families
7	Governance and leadership- Exceeding NQS Your child is cared for in a positive and well managed environment

Exceeding National Quality Standard

The Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.

C.a.F.E. Enfield Children's Centre gained a rating of exceeding in all 7 quality areas

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 children while they are in our care.

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

References:

1. C.a.F.E. Enfield Children’s Centre Policies
2. Education and Children’s Services Act 2019
3. Education and Care Services National Regulations, 2011
4. Education and Care Services National Law, 2011
5. *Staying Healthy in Child Care*, 6th ed., 2024, Australian Government National Health and Medical research Council
6. *Belonging, Being and Becoming-* The Australian Early Years Learning Framework v2.0, DEEWR 2023
7. *Guide to the National Quality Framework*, 2020, Australian Children’s Education and Care Quality Authority (ACECQA)

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
Reviewed in consultation with Parents and Staff	September 2019
Reviewed in consultation with Parents and Staff	September 2021
Reviewed in consultation with Parents and Staff	September 2024