

www.kindermarlee.com - director@kindermarlee.com - 5494 8200



Kindermarlee Early Childhood Centre

Monday – Friday

From 15 months–Prep start

6.30 am–6.00pm, 51 weeks

Closed Public Holidays



# Kindermarlee

We acknowledge the traditional custodians of this country... in our region the Gubbi Gubbi and thank them for their wisdom, culture and sharing the land. We recognise that the Gubbi Gubbi have successfully raised children in this place for thousands of years.



In this handbook.....

Philosophy

Welcome	1
Introduction	2
Educational Leader	3
A Learning Community	4
Outdoors	5
Playful Learning	6
Key People	8
Kindergarten	9
Daily Flow	10
Settling In	11
Clothing	12
Illness	13
Sustainability	14
Parents	15
Belongings	16
Complaints & Governance	17
Students/Volunteers & Emergency Evac	18
Fees & Payment	19





# KinderMarlee

KinderMarlee is a special project—an ongoing journey of discovery, reflection and continuous improvement.

Our Vision is a welcoming space for children filled with awe and wonder; thoughtfully designed for play, learning, creation and social connection.

Families and community are an important part of this Vision. A child's community also includes the natural environment; and all the plants and animals that share it.

Our Vision is a place for children that honors and respects them as capable, life long learners with much to offer and share.

Each child is a marvel and a joy—a celebration of possibilities; and full of unlimited potential. Thank you for including us in your child's journey.

*The KinderMarlee Team*



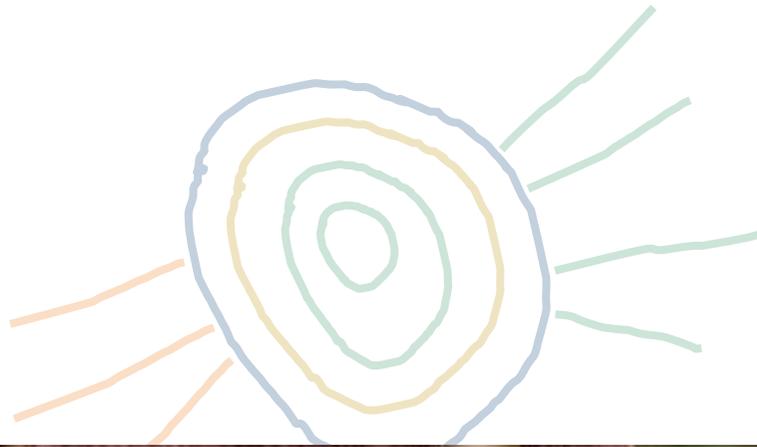
## Mission

To open possibilities for each child to be stronger, wiser, braver and kinder than they were the day before;

and more connected to their inner and outer world.

## Vision

A world community where all beings are valued and respected.



“If we know how to listen to them, children can give back to us the pleasure of amazement, of marvel, of doubt—the pleasure of the ‘why’. Children can give to us the strength of doubt and the courage of error. They can transmit to us the joy of searching.”

..... Carla Rinaldi

President of Reggio Children

Curiosity and wonder are the cornerstones of life long learning.

# The Educational Leader and Parent Participation

The National Quality Framework requires early childhood education and care services to have a person nominated as the “educational leader”. This role supports, monitors and develops the pedagogical practices that occur in the setting—how educators work with children.

The Educational Leader works very closely with all Educators and the Director to continuously reflect upon and evolve daily practice.

This means that our team are continuously trialling, evaluating and adapting our practice in order to best meet children’s and families needs. There is no set formula, routine or manual to follow—and must never be.

To work with children means to be researchers of children; and to commit to an ongoing cycle of reflection, evaluation and development.

We believe it is a privilege to work in this field and to support families and community—and of course, children, as citizens of today.



*KinderMarlee believes that children thrive when parents, early years settings and the environment all work together to enhance every experience – from rest routines, to meals, to art, to cleaning, to relationships and partnerships.*

*KinderMarlee may not look or sound like a “traditional” day care service. Our practices are based on many different development theories, contemporary research and postmodern perspectives; that value children as capable and confident individuals.*

*We encourage families to be curious and participatory in their child’s day—to stay and play; to converse with educators and to be involved as much as possible.*



# A Learning Community



KinderMarlee operates as a connected learning community. Your child will be able to move freely throughout all of our purposeful spaces during extended periods of play and discovery.

These mixed multi age opportunities are based on family and societal settings; and provide the best opportunities for social learning, development of language; and communication.

Children in mixed age groups have more varied interactions and are able to both learn from older children, and develop caring responses to younger children—as well as have opportunities to be a role model, leader and learner. These positive benefits do not occur as deeply or frequently when children only interact with peers of their own age.

This type of program also helps decrease the stress of transitioning to different rooms, and leaving friends and trusted educators, when a child moves into another group.

Children can develop long term attachments and relationships because our key people interact and respond with all children in the setting.

All children start by unpacking their belongings. Once their belongings are sorted, children can move off into other centre areas.

**The Studio** is our creative base, free access craft and art materials support children's desire to express their ideas & experiment creatively.

**The Nest** is primarily used for by younger children and for quieter experiences... yoga, reading, dance, meetings, games and role play are often hosted in the Nest. This room transitions to a restful place during the middle of the day where children may rest or sleep.

**The Lab** is our discovery base and is filled with items designed to provoke curiosity and exploration. Many Kindergarten Program experiences are facilitated in the Lab, And of course there is our natural, open outdoor environment, **The Common**.

Your child will be able to enjoy all of these spaces; and choose the space and experiences that most meet their needs and interests throughout the day.



The outdoor play space is as important to learning as the indoor spaces. The Australian culture includes a love of, and lots of time in, the great outdoors.

Natural elements like water, sand, dirt, bark, trees, plants and rocks help children feel connected to the Earth and build their own ecological identity. Having respect and care for the natural environment is crucial to help develop citizens that prioritize sustainable choices for all.

Natural elements are naturally open ended—that means that a pine cone could be a car, a missile or a pony... all in the imagination of a child. Store bought plastic toys do not ignite dramatic play like good old fashioned sticks and string.

Many adults see play as a fun, but pointless, endeavor that might be enjoyed after the real learning work has been completed. Play is how children learn, and so play is learning. Play provides endless possibilities to develop strengths in language, science, numeracy, literacy, problem solving, conflict resolution, curiosity, persistence, courage, reflection, experimentation, compassion, choice, decision, invention, joy, risk, collaboration and partnership.

At KinderMarlee children can move freely through the majority of the day, indoors and outdoors. Our real-life sun smart program supports Queensland children in developing life long strategies about sun safety. Isolating children indoors between 9-3pm does not reflect the choices children will have to make as they progress through life.

Our key people help children recognize the hottest time of day and to be mindful of hats and/or long sleeved shirts and reapplying sun-screen; as well as moving play to more shaded places. This is a sensible, real world approach.

Children need to develop risk assessment skills during the earliest years of their life, when they have the capacity to bounce back, try again and learn valuable lessons. Your child will almost definitely at some point receive bumps and scrapes, a splinter here or a bruise there. This is a completely normal and essential part of the childhood experience.

**Your child will almost certainly get dirty, sandy and quite often wet. Comfortable play clothes are the only appropriate choice for playful learning.**



# Outdoors





## Playful Learning



Children are born curious; they need curious, insightful and attentive adults who provide lots of rich opportunities to explore their world and to make sense of their community and identity.

Children's brains absorb and connect ideas and concepts at an astonishing rate. As an adult—even if you were to start studying new languages and skills—you would not come close to the development that is occurring in your child's brain every moment of the day.

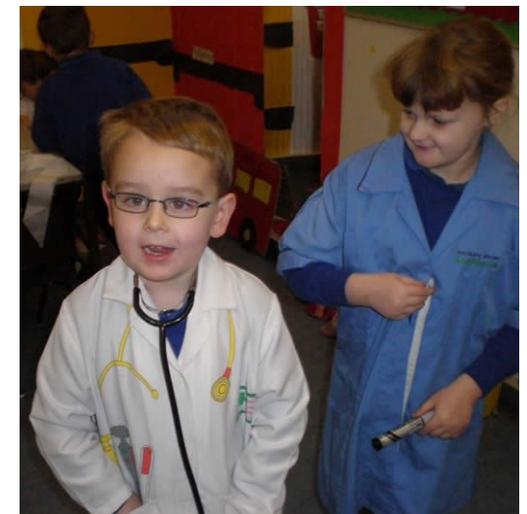
One of the critical differences to remember is that children are still developing "habits of thought" or dispositions. This means that children who are supported to be curious, persistent, resilient, empathetic, compassionate, creative, self-reliant, emotionally aware and confident—will build their sense of self and develop habits of thought that reflect this belief. This is the underpinning foundation of being a "*life long learner*" - and not only someone who has been trained to commence Prep.

Children learn these dispositional skills through purposeful, playful experiences and interactions. As an informed community, we need to protect children's right to their childhood and to honour and value their competence, creativity and contribution in the here and now.

The Council of Australian Governments, and decades of international research and developmental theory; recognises and advocates that young children (birth-5) learn best through play.

In this context "play" does not mean aimlessly wandering about and being distracted momentarily by toys.

Learning through Play means that intentional educators build on playful and social interactions to support children's growing understanding of concepts, to make meaning of their world—and to celebrate a sense of wonder.



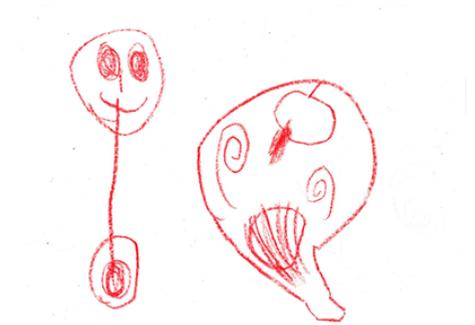
# “Belonging, Being, Becoming” is the National Curriculum document for birth to five years....

- 0-5 Literacy looks like ...

Using language, music, movement, dance, story telling, visual art, drama, talking, listening, viewing, reading, writing, mark making, symbols, rhymes, gestures, body language, expression.

- 0-5 Numeracy looks like...

Space, data, structure, patterns, building, weighing, numbers, measurement, less and more, fractions, pieces, volume, planning.





Key People  
in the  
lives of  
Children.

KinderMarlee has a wonderful team of committed and professional early childhood educators.

Educators are required to hold at least Certificate III in Children's Services—we support and encourage our team to take their studies to further levels; including undertaking regular out sourced Professional Development opportunities to extend themselves as people and educators.

Educators responsible for reporting under the Approved Kindergarten Program hold a Bachelor of Education (Early Years) or the recognized equivalent.

We may also have trainees or apprentices for periods of time, or visiting relief educators filling temporary absences for our usual team. KinderMarlee often generates interest within the field—occasionally we have visiting staff from other services here to observe.

Qualifications are important—but more significantly we expect our Key People to have a genuine interest in children's learning and development. Education is a pivotal role in any community; our key people have to be prepared to continually learn, improve, evolve and reflect.

The relationships children share and experience are critical to life success—so our key people are warm, affectionate and loving. We embrace partnerships with families, but also respect and acknowledge important professional boundaries.

### Our Educators:

- ⇒ Provide large blocks of time for children to play, interact and explore.
- ⇒ Offer opportunities throughout the day for rest, meals and self help—determined by children's rhythm's.
- ⇒ Facilitate experiences designed to provoke children's thinking, curiosity and exploration.
- ⇒ Respect children's rights, dignity, competence, contribution and agency.
- ⇒ Develop supportive and affectionate relationships with all children.
- ⇒ Support children to understand their emotions and work through challenging experiences.
- ⇒ Remain mindful of children's wellbeing—physical, social, emotional, cognitive and spiritual needs.
- ⇒ Advocate for children's right to play and learn in ways that best suit their natural development—including getting messy, wet and sometimes a little bit hurt.
- ⇒ Focus on developing positive dispositions for children's life long success.
- ⇒ Love what they do.



## Kindergarten

Qld Kindergarten Learning Guidelines

[https://www.qcaa.qld.edu.au/downloads/p\\_10/qklg.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf)

Belonging Being Becoming

[https://www.coag.gov.au/sites/default/files/early\\_years\\_learning\\_framework.pdf](https://www.coag.gov.au/sites/default/files/early_years_learning_framework.pdf)

The Age Article: School Readiness

<http://www.theage.com.au/articles/2002/05/29/1022569786596.html>

KinderMarlee operates an Approved Kindergarten Program. Children attending in the year before commencing prep may be eligible for funding to help reduce out of pocket expenses. (For up to 40 weeks of the year, age, attendance and other criteria applies).

The Kindergarten program is informed by the Early Years Learning Framework — “*Belonging, Being, Becoming*” –as well as the “*Qld Kindergarten Learning Guidelines*”. All approved Kindergarten services in Australia operate under one or both of these documents (or other state specific Curriculum).

Our qualified teachers guide the children through many planned and spontaneous experiences, both indoors and outdoors to support them in developing according to the five learning outcomes described in both documents.

These learning outcomes are grouped as -

- ◆ A strong sense of identity
- ◆ Connected with and contributing to their world
- ◆ A strong sense of wellbeing
- ◆ Confident and involved learners
- ◆ Effective communicators

It is important to be mindful that these documents for learning and development from birth—five years do not have learning outcomes called “Counting” “Writing” or “Reading”. The Quality Framework recognizes that learning for birth-five years is very different than learning that might be expected to occur during formal school years.

Learning for this special and treasured age should be about supporting and developing dispositions like curiosity, kindness, leadership, initiative, emotional intelligence and resilience. Scholastic style learning occurs easily and fluidly when children have “**learning dispositions**” and are ready and willing. To push for scholastic outcomes earlier than the child is ready, is setting them up for a lifetime of resistance. What might appear like an advantage at Prep can end up causing significant challenge and distress in later years. “Prep readiness” is not a race; and the growth and wellbeing of your child is too important to rush.



## Daily Flow

6.30—8.45—Early morning program and breakfast if needed.

8.45—9.15- Transition from early morning to day program.

9.15—3.45- Day program incl meals and rest opportunities.

3.45—4.15- Transition to late day program.

4.15—6.00- Close of day program.

Many parents today would be familiar with a sense of structure and routine as the basis for their earliest days in a care or educational environment. Routine is important for children, it builds security—they know about their world and what happens next. Routine does not mean “this is the only way and the only time this thing happens”. For example, “at 10.15am all children will eat morning tea and have 15 minutes to do so. At 12.45pm all children will sleep for an hour”. This type of thinking, still very commonplace in many settings, fails to respect and recognize that all children are individuals and have different rhythms.

At KinderMarlee, routine looks a little different. At periods during the day, the environment is enhanced to support children in being responsible for themselves. For example—periodically educators may check in with children about feeling tired or hungry. Additionally, the environment prompts children to be self aware and to regulate their needs, eg lunch tables are prepared and inviting. This is a critical life skill. Many times care settings tell children when they should be hungry or tired; and young children lose the capacity to understand (or communicate) their own needs. (*I am tripping and cranky but I can't be tired, it isn't rest time yet*) - or children are “encouraged” to fulfil needs they don't yet have—“You need to lay down for the next hour”. As these young children grow, they ignore what their body is telling them and are at risk for susceptibility to ongoing health and wellbeing concerns.

It can be difficult for many parents to place this responsibility on their young child. Our key people are there to observe and support children in making choices that are healthy, appropriate and positive. If children are not used to having ownership of their body, they might be inclined to make poor choices initially as they experiment with this new sense of freedom and power. That phase passes quickly and your child will soon be skillfully assessing their thirst, hunger and tiredness; and making positive decisions to manage them. (Our youngest children have additional support surrounding meals and rest).

### Key Points:

Body Need/Self regulation is a critical life long skill.

The environment needs to compliment children's thinking.

Educators are observing and supporting children.

Initially children will need extra support to learn these new skills.

Children that don't have needs to meet have other opportunities.

# Settling In



Your child starting at an early learning centre can be traumatic for each of you, especially if it is their first time away from home. Parents are welcome to stay and play to help your child settle and adjust. Separation is a part of life and supporting your child, while understanding that anxiety is very normal, will help them learn valuable coping skills that will be useful through many life phases and events.

Even children who have been well settled for some time can occasionally regress and go through periods of upset as they negotiate different developmental stages or external factors.

One of our roles as key people in the life of your child is to help them build resilience and emotional regulation.

Help your child settle by accepting and acknowledging their emotions... *"I can see you feel sad but I will be straight back after work."* Be honest. A familiar cuddle item from home, and a family photo, might help comfort your child during the day. Let our team know your usual daily routine so that it can be incorporated as much as possible. Familiar routines help children feel safe and secure.

Set a goal for an older child *"When I come back, I'd love you to show me where you played"* but be sure to follow through. Please avoid treats, bribes or threats. If you are unsure how to respond to your child, please speak to one of our team who will be able to redirect your child's attention as you say goodbye and leave.

When you are ready to leave, please just do it quickly -but only after you have said goodbye. Lingering or returning doesn't help your child in the longer term.

Your child may be upset during their early days when you leave, but will settle and begin to participate in the events of the day. You are more than welcome to phone the centre and see how they are doing. All children settle differently, some very quickly while others may take weeks. Children coming only one or two days per week, or for non consecutive days may take longer.

We understand how difficult it can be for many parents to leave their child, but our caring and responsive team will support and guide your child, until the centre and other children are a favorite part of their week.



# Clothing



Each day your child may....

- Work with messy materials such as paint, clay, glue, water, sand and mud – so they will need clothes which are easy to launder and able to withstand wear and tear.
- Get dirty! ‘Good’ as opposed to ‘work/play’ clothes often have a way of inhibiting children’s interactions with the environment so please choose old play clothes that are comfortable and loose fitting with manageable fixtures for age (eg zips and buttons).
- Jump, climb, run, dig and swing – so they will need clothes which will neither restrict their activity nor reduce their safety (e.g., slippery shoes, long skirts).
- Spend long periods of time outdoors so they will need clothes which are cool but which will protect them from the sun. Please no singlets in summer.
- Sleep. Clothes which are comfortable to rest and sleep in will allow them to rest easily.
- Feel independent. Choose clothes that allow for their growing confidence. These include pants that can come off easily for toileting, shoes with easy fastening for small hands and front openings for dresses etc.

"There is no inappropriate weather.... Only inappropriate clothing." Claire Warden

Choosing appropriate clothing is important. Being dressed smartly is not appropriate for a child that will almost certainly be hands on in paint, clay, sand and water.

If your child is sparkling clean at the end of the day, we haven’t done our job well!

Childhood is messy, loud, busy, wet and sometimes a little bit bloody. Make it easy for your child to be their best self all day without having to worry about getting their nice clothes dirty.

**A sun smart hat is essential for Queensland children.** It must come every day (or just leave it at the Centre).

Please don’t send your child in singlet type tops towards the end of Spring or anytime during Summer. Shoes can come off straight away and most likely won’t be needed at all during the day unless we are going on a walk. Barefoot is much better for developing foot muscles, sensory awareness and flexibility.

*As we encourage children to express themselves as individuals, we also support our team members in dressing comfortably and to their own taste. Team members will have a logo on their clothing for easy identification.*



## Illness



One of our team will contact you, or a nominated emergency contact in your absence, if your child displays signs of illness while at care. Your response will be dependant on the type, severity and/or frequency of symptoms—but might include being requested to immediately come and collect your child.

We may give your child the first dose of Panadol for a fever if you are unable to come and collect immediately. The enrolment form has information about providing your signed consent for this administration.

The centre observes the exclusion periods and symptom definitions detailed in “Staying Healthy in Childcare” Edition 5. A copy of this document is available online, to borrow from the service; or on the sign in Ipads in the reception foyer.

The centre is able to provide care for children with certain non contagious or mild illness’s such as a common cold. However this will depend on how unwell your child feels, and how they are able to participate, or remain comfortable, during the day. Please discuss any illness with your educator so they are aware that your child may be feeling differently.

We understand that parents with work or other commitments may find it very inconvenient to have to collect their child early. However, staff will only contact you for early collection if it is in the best interests of your child, and other children in care. It is important to have a reliable back up option, like family members or friends, who may be available to assist if you have other obligations. Back up people must be listed with the centre as a person authorised to collect your child.

Please read the centre illness policy. A copy is provided with enrolment forms, upon request, or in the policy file in the centre reception foyer.

## Medication

If your child needs a dose of medication while in care please be aware of the following:

- ◇ Educators may only provide prescribed medication if the label has the child’s name clearly stated. Medicine will only be given to the child named; ie siblings cannot share medication. Educators will follow the instructions on the label.
- ◇ You must give any medication to an educator; the medication will be placed in the secure kitchen refrigerator. Medication must not stay in your child’s bag.
- ◇ You must consider your child’s suitability to attend care if they require medication.

## Immunisation

Only parents of children with current immunisation schedules are eligible for fee subsidies. Children who are not immunised may need to be excluded from attending care, for their own health, if there is an outbreak of an illness on the immunisation schedule.

The centre is implementing many environmentally aware initiatives to support children in being respectful of the limited nature of resources and the interconnectedness of people/plants/animal/planet.

Some of these initiatives include -

- ⇒ Worm Farm
- ⇒ Compost Station
- ⇒ Recycling Bins
- ⇒ Animal Visitors
- ⇒ Vegetable Gardens
- ⇒ Fruit Trees
- ⇒ Water Tank and Water Awareness
- ⇒ Turning Lights Off
- ⇒ Considered usage of air conditioning
- ⇒ Community Gifting
- ⇒ Repurposing Materials
- ⇒ Not catching small animals in jars
- ⇒ Native bees
- ⇒ Litter patrol
- ⇒ Waste limitation
- ⇒ Environmentally friendly cleaning
- ⇒ Supporting local and other charities.....
- ⇒ Caring for ourselves and others

Please consider....

As our children are always at differing levels of understanding; and we have families that attend on different days and at different times of the year....

Our environmental initiatives may always appear to be at the introductory phase. For example... supporting children to consider water wise action is a complex issue and takes a lot of time. The important thing is that children are being exposed to these community concerns and are being given opportunities to develop awareness.

Over time, as initiatives become very embedded in the service culture, this will become easier to share with children.

## Sustainability



We welcome parent ideas to contribute to our sustainable and Earth Friendly Footprint.





The Early Years Learning Framework recognises that family are children's first and most influential teachers. Your ongoing interest and participation in your child's learning journey is critical to how they ultimately view themselves, their relationships and life long learning.

You can be a positive advocate by:

- ◇ Reading a bed time story
- ◇ Eating together and having a conversation
- ◇ Permitting them to be responsible for choosing clothes when possible
- ◇ Giving them opportunities to do things for themselves, such as unpacking their belongings at arrival
- ◇ Talking openly to educators about your expectations and questions
- ◇ Applying sunscreen upon arrival
- ◇ Reading our philosophy and considering if it matches your own values and beliefs
- ◇ Addressing any concerns openly and immediately
- ◇ Supporting risky and dirty play as a normal and desirable part of a natural childhood
- ◇ Attending service social functions and excursions as often as possible
- ◇ Contributing your, and your child's, views on policy review and surveys as much as possible
- ◇ Acknowledging your child's emotions
- ◇ Occasionally staying for a play
- ◇ Receiving art projects as masterpieces even if they are every single day, or a bit of a mess

## Parents



Modern society is rocket paced and families are usually stretched to limits with time, finances and resources. We realise that many parents are very busy and often distracted by other commitments.

Your child will only be little for a few precious years. When possible, please arrange your day so that arrival and collection is pleasant and unhurried. This makes a tremendous difference to your child's day.





# Belongings

NO  
Eggs  
or Peanuts

## Your child will need—

A healthy and nutritious morning tea, afternoon tea and lunch. (Simple is good).

A PLASTIC lunch box, please no thermal containers.

A drink bottle with water only. (Only if wanted, we do have bubblers for drinking.)

At least two changes of clothing. (Play is dirty).

A hat—NOT a cap.

A sheet - preferably a fitted cot sheet in sheet bag (pillow cases are great for this).

A blanket during cooler weather.

A comfort or security toy if needed.

## Younger children in nappies also need:

Enough disposable nappies for the day or trainers/undies if toilet training and also baby wipes.

Bottles with milk if required.

All bottles or dummies will need to have covers on the teats and labelled with the child's name.

## Toys and Home Treasures

To encourage children to develop interactions based upon interest and compatibility, and to avoid any breakage or loss of precious items, we encourage your support in keeping these items at home. However, we will accept any genuine 'security' object that your child requires, as long as it is clearly named.

## Healthy Lunch Boxes might contain....

Cups of peas and corn.

A simple vegemite or cheese sandwich.

Vegetable sticks. Boiled potatoes.

Cheese sticks. Yogurt.

Plain crackers or rice cakes.

A muffin. Piece of fresh fruit.

Dinner leftovers.

Healthy might seem inconvenient but you can implement strategies to keep life simple. Cut up a container of vegetable sticks on Sunday afternoon to last for the week. Boil eggs and small potatoes and keep in the fridge for the week. Make a little extra dinner each night... Treats are not necessary and we prefer they don't come. Use plastic containers instead of soft plastic throw away packaging.

Water is all that is needed. Although each child usually brings a water bottle, please also note that children drink from the bubblers during the day as well.

All items must be clearly marked with your child's name.  
Un-named and unclaimed items may be donated to charitable causes.

# Complaints and Governance

Please contact the Office of Early Childhood Education and Care, Maroochydore office on 5352 9910; if you wish to make a complaint.



## Priority of Access Rule

The centre is required to oblige by priority of access guidelines set by the Commonwealth Department of Education.

The Priority of access guidelines state: "The Commonwealth Government regards children at risk of abuse or neglect as a priority group for access to quality child care. Families in crisis should also have support and assistance from child care services to the maximum extent possible.

The Commonwealth Government resources child care with a major purpose of meeting the child care needs of families with recognised work or work-related commitments.

Where demand for care exceeds supply it is important for services to allocate available places to those families with the greatest need for child care support."

.....

KinderMarlee Pty Ltd is a privately owned and operated Long Day Care service.

Please read the *Governance Policy* and *Staff/Family Grievances* for information about the operations of the service. The policy file is available upon request in email format or via hardcopy in the reception foyer. Your input is always welcome in review of this living document.

## Governing Authorities

### Australian Children's Education and Care Quality Authority (ACECQA)

- ◇ National Quality Framework
- ◇ [www.acecqa.gov.au](http://www.acecqa.gov.au)

### Department of Education

- ◇ National Regulations and Law
- ◇ [www.education.gov.au](http://www.education.gov.au)

### Department of Human Services (Centrelink)

- ◇ Child Care Management System
- ◇ [www.humanservices.gov.au/customer/themes/families](http://www.humanservices.gov.au/customer/themes/families)

### Office Early Childhood Education and Care (OECEC)

- ◇ Monitoring and support under the National Quality Framework
- ◇ Reporting authority for incidents and licencing.
- ◇ [www.deta.qld.gov.au/earlychildhood](http://www.deta.qld.gov.au/earlychildhood)

# Students and Volunteers

# Emergency Evacuation

We support students undertaking practical experience in the centre to assist with their study requirements. Occasionally we may also have a parent, relative or interested person who volunteers to spend an amount of time interacting with children, or helping out in other ways. KinderMarlee welcomes community participation and encourages parents, family members and community people to spend time in our centre.

All visitors and students are expected to act in accordance with centre policy and to ask for assistance or clarification if they are uncertain regarding best practice.

Volunteers and students are always working alongside our existing team of educators, and are not responsible for sole supervision or planning of the program at any time.



Evacuation practice drills take place periodically throughout the year, at various days and times.

If the centre requires evacuation due to a fire, the children will be gathered near the rear fence and staff will commence calling parents for immediate collection.

If you arrive at the centre and the alarm is sounding, please do not enter the premises. If you are at the service when the alarm sounds, please follow the instructions of the staff.

# Fees and Payment

Our wonderful Director, Sam, will be happy to assist you with any questions you may have, or support that you need, with fee or attendance queries.



## Daily fee \$73.00 (current at July 2016)

Families may be eligible for government subsidies to reduce out of pocket expenses. Please visit <http://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit> or visit your local Centrelink office to enquire as to your eligibility.

Subsidies are paid directly to the service to reduce your weekly fee. Fees must be paid on time or in advance. Please let us know if you are experiencing financial difficulty.

**Fees are due** for any day that your child is enrolled to attend care, whether or not they attend due to illness or holiday. Any fees you are eligible for can be applied to up to 42 absent days. Absences over 42 will have to be charged at the full non subsidised rate.

**Make up days** for published Public Holidays on which your child was enrolled to attend may be available if vacancies permit.

**Approved Kindergarten Age Funding:** Your child must attend at least two days per week.

Fees can be paid by cash, direct debit, Ezi-Debit or EFTPOS.

The service prefers Ezi Debit as it reduces administrative burden for staff.

**A Refundable\* Bond** of \$100 is due upon your enrolment commencement. The bond will be used to deduct any outstanding amounts or fees if you terminate your booking at any time after three months of commencing care. If no amounts are outstanding at time of exit the full amount will be refunded to you.

\* The bond is non-refundable if you cancel your enrolment within three months of commencement.

**A late fee** of \$20.00 for the first 5 minutes and \$1.00 per minute thereafter is charged when you collect your child after 6.00pm unless extenuating circumstances apply and we have been notified in advance.

## Cancellation/Reduction of Placement

Two weeks notice must be given if you have decided to terminate or decrease your child's enrolment at the centre. If two weeks notice is not received, then two weeks fees are payable in lieu of notice.

