

Camden Family Day



Family Guide





Contents

Item	Page Number
Contents	2
Philosophy	3
Acknowledgement to Country	4
About Camden Family Day Care	5
National Quality Framework	6
About the Coordination Unit and Educators	7
Wait List, Placement, Enrolment and Child Care Subsidy	8
Access to family records	9
Information for New Families	10
Key Policy points	11
<ul style="list-style-type: none">• Delivery, Collection and Access to Children• Excursions and Outings	
Key Policy points	12
<ul style="list-style-type: none">• Medical Conditions and Illness• Process for emergencies	
Frequently asked questions	13
Additional Information	14
Staff Profiles	15

Aboriginal and Torres Strait Islander people are advised that this booklet may contain the names, images and voices of people who have died.





Camden Family Day Care Service Philosophy

Camden Family Day Care is committed in providing high quality education and care in home-based environments. Our philosophy guides our relationships, policies, interactions, and the daily operations of the service. Our Educators are guided by Being, Belonging and Becoming the Early Years Learning Framework and My Time, Our Place the Framework for School Aged Children. Our philosophy has been influenced and developed by staff, children, educators, and families that access Family Day Care.

Camden Family Day Care is located on the Dharwal people's land. We acknowledge Aboriginal & Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to the land, water and community in which we operate. We pay our respect to them, their cultures, and customs both past and present.

At Camden Family Day Care, we believe that Early Childhood is a significant period of a child's life with the greatest brain development and growth taking place in the early years, we understand the importance of meaningful relationships and enriched learning environments. Our Educators ensure that they are providing safe, secure, nurturing environments that create a sense of belonging for the child and support the development of a secure attachment. We understand that when children have a secure base, they are more likely to be confident in their exploration of the world around them.

We believe that children develop a sense of agency when they are consulted in their own learning. By taking the time to listen and observe children we are demonstrating that we value their input. As children develop their agency skills, they become contributors to the world around them and active participants in their own learning. Early childhood is a time to explore, have fun, experiment, interact with others, investigate, and take joy in play and learning. Our programs are led by children's interests in combination with parent/guardian input and guidance from The National Approved Frameworks and National Quality Standards. Each child's learning and development is developed based upon a continuous cycle of observation, planning, documenting, and evaluating.

Our Educators use a range of different pedagogical practices to support children in becoming successful learners. Theorists that influence our teachings are Howard Gardner's Multiple Intelligence Theory and Lev Vygotsky's Sociocultural theory. Children understand and perceive the world differently from one another, we understand that individually, we all have different learning styles. We believe learning is largely a social process; we support children to take an active role in their own learning. Our Educators provide opportunities for collaborative learning and place emphasis on quality interactions with children. When children are engaging in play experiences, they are extending on their own knowledge of the world around them.

We believe that children come into this world ready to learn, and that families have a significant influence in their child's life. We aim to build positive respectful relationships with parents/guardians that are based on respect, mutual trust, and open communication.

Families are encouraged to share information relevant to their individual needs, beliefs, family history, traditions, lifestyle choices and culture with their Family Day Care Educator. We seek families input into our programs, and work in collaboration to ensure that children's individual needs are met.

We establish and encourage links between families and the community. We aim to share information relating to services in the community that are available and appropriate for children and families. We build partnerships with local services through participation in various programs, collectively supporting children's healthy development and wellbeing.

Our Educators are competent, passionate, innovative Early Childhood professionals. We aim to provide high levels of support, guidance, and inspire innovative practices, whilst acknowledging and respecting the individuality of each Educator. We are committed to professional development and participate in continuous improvement, maintaining a culture where we critically reflect on practice, continue to learn, and evolve our skills to ensure that we are meeting children, family, and community needs.

Developed: 2010 Last Reviewed: 2021

Acknowledgement of Country

Written in consultation with Aboriginal Elder
and historian Les Bursil.

Camden Family Day Care would like to pay respect to and acknowledge the Dharawal peoples who are the traditional custodians of the land on which we operate. We acknowledge the deep feeling of attachment and relationship that the Aboriginal peoples and the Torres Strait Islander peoples have with their country.

Camden Family Day Care is an inclusive service that appreciates and respects all cultures and incorporates learning and activities for children to grow in their knowledge of diversity.

We would like to pay our respects to the Aboriginal Elders, past present and future, for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

Developed 22/02/2018





About Camden Family Day Care

Family Day Care is a unique education and care service type, our educators are trained professional's who run their FDC service from their own home. Educators are assessed and registered under Camden Council Family Day Care service approval with Camden Council as the approved provider. Staff at the co-ordination unit assess, support and monitor educators compliance with the National Quality Framework and Camden FDC policy and procedures. Family Day Care service providers are required to comply with the same national laws, regulations and quality standards as regular child care centers. FDC education and care is different to other types of care because each educator works alone in their approved home environment to care for small groups of children making this a very personal experience for children and families. The small group setting makes it possible for educators to personalise their educational program which results in the development of meaningful connections and relationships and quality outcomes for children.

What does Family Day Care offer compared to other service types:

- Flexible hours to suit individual family needs.
- Small group sizes (no more than 4 non school children and 3 school children).
- Family friendly environments that focus on play based learning.
- Emphasis on supporting children's individual needs and interests.
- Consistent early childhood trained educator providing stability and commitment to building strong relationships with individual children and their families.
- Genuine respect for family values.
- Commitment to collaborative relationships between staff, educators, families and children.

We cater for:

- Infants and young children prior to commencing school
- School children, before and after school
- School children during the holidays and other 'non operational' days (when school is closed)

Family Testimonials

"After years of trying different centres.. we have found our forever home away from home."
Sonia and Geoff

"My children have loved every day, every experience, every moment in FDC. The service is filled with an abundance of resources to satisfy their every curiosity. From daily life skills to creative play and dress ups, every one of their needs and requests is well thought of and catered to. My children feel comfortable to be themselves, to explore their creativity and express their emotions. FDC was the best decision we ever made when looking for child care."
Belinda

"My son has additional needs and making the move from a regular before and after school care to family day care was the best decision I ever made. My son doesn't just have care, he has a family when he is there and that is something you cannot find anywhere else."
Jess



Camden Family Day Care is committed to the Australian Government's National Quality Framework (NQF). The NQF provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia. The NQF was implemented across all early childhood services, nationally in 2012. This means that all Australian children, regardless of their location will get the best possible start in life through high quality early childhood education and care and school age care services. The Framework will help providers improve their services in the areas that impact on a child's development and empower families to make informed choices about which service is best for their child. The Australian Children's Education and Care Quality Authority (ACECQA) is responsible for overseeing the NQF and ensuring consistency of approach.

The National Quality Framework includes

- A legislative framework that consists of the Children (Education and Care Services) National Law and the Education and Care Services National Regulations.
- A National Quality Standard, this includes seven quality areas that are important outcomes for children and by which services are assessed and rated.
- An assessment and rating system.
- Approved learning frameworks upon which services are required to base their educational programs. For NSW these are the Belonging, Being Becoming: The Early Years learning Framework (EYLF) for children birth to five years and the My Time Our Place (MTO) framework for school aged children.
- A regulatory authority who have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction, for NSW this is the Department of Education Early Childhood Directorate.

Learning Frameworks

Camden Family Day Care staff and educators embrace Belonging, Being, Becoming: The Early Years Learning Framework (EYLF) and My Time Our Place (MTO) the framework for school aged children and use the Principles, Practices and Learning outcomes to guide our thinking to extend and enrich children's learning. The EYLF assists educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The EYLF is designed to be used by early childhood educators working in partnerships with families as they are children's first and most influential educators.

Families can access more information about the National Quality Framework through the ACECQA website www.acecqa.gov.au or Starting Blocks www.startingblocks.gov.au



Children's Voice's

"This is my safe place, a place where I can be myself, *my educator* really listens to me." Noah age 10

"I get to play with my friends and *my educator* every day."
Hugo age 3

"I love playing with all my friends and when we walk to the park."
Olivia age 3

What can you expect from the Co-ordination Unit?

The key role of the co-ordination unit is to support and resource Family Day Care (FDC) educators to achieve the highest quality outcomes for children.

Highlights:

- Staff are suitably qualified professionals with extensive experience in education and care services.
- Oversee the development and regular review of policies and procedures which reflect the NQF and are based on best practice.
- Assess the suitability of prospective educators and their environments. Induct, train and mentor new educators to ensure compliance and implementation of service policy and procedures.
- Support educators to ensure compliance and provide safe and stimulating environments through a risk based approach to planning.
- Support, mentor and train educators through regular home visits, open communication and the provision of professional development.
- Support children's growth and development through assisting educators to plan and implement educational programs that focus on each child's strengths, need and interests
- Oversee and implement the waiting list, placement, enrolment and ongoing administration process' for children and families.
- Oversee and carry out administrative process' and support including the implementation of Government Child Care Subsidy systems that assist eligible families with the cost of child care.
- Communicate with and support families throughout their child's enrolment, promote connection and keep families informed about the service and other topics of interest including community, child development, health safety and wellbeing and parenting support.



What can you expect from your child's Family Day Care Educator?

Educators are self employed professionals who run their FDC education and care service through the co-ordination unit approval, within their own home environment. Our educators are committed to ensuring they provide educational and stimulating programs and opportunities for children to learn and grow at their own pace.

Highlights:

- Our FDC educators are suitably qualified and experienced education and care professionals.
- Our educators have fair and ethical business practices that are developed in line with service policy and education and care best practice standards.
- Having the one constant educator allows children the opportunity to form a secure attachment and fosters meaningful and often long lasting relationships between educators and families.
- Our educators are committed to supporting children's growth and development through a well planned program that caters for individual children's needs, strengths and interests.
- Our educators provide experiences and environments that are stimulating and supportive and ensure children's safety, health and wellbeing encouraging them to try new things and to be themselves.



Waiting List

The service has a central waiting list and all vacant positions are filled from this list. Families wanting to place their child into FDC need to complete a waiting list application form. The information provided on this form will be used to assist us to find an educator suitably matched to your care requirements and your child's individual needs. To help us do this it is beneficial for families to provide as much information as possible about their child including any additional needs or medical conditions. Families will be contacted the month prior to their requested commencement date to confirm their care requirements and at that time are provided with an update on the service vacancy status. Being on the wait list does not guarantee a position.

Placement

When a vacancy does become available, waiting list applications are reviewed in order of the date they were received to find a family whose care requirements match the vacancy. The family will be contacted and referred to the educator giving them the opportunity to meet with them and view their service.

At the initial meeting:

- We encourage you to take your child along so they can meet the educator and see the service also
- Discuss your child's individual needs including sleep routines, dietary requirements, medical conditions, etc
- View indoor/outdoor environments and discuss the educators educational program and practices
- Discuss the educators individual business practices e.g. outings, transportation, payment of fees, etc

Enrolment

Following the meeting, if both parties agree to proceed, the co-ordination unit will begin the enrolment process and email out the enrolment forms and information required prior to commencement of care.

What is required for enrolment:

- Enrolment form completed in full
- Completed Complying Written Agreement (CWA)
- Supporting documentation including (but not limited to):
 - ✦ Up to date Immunisation History statement (please ensure to provide an up to date Immunisation History statement to the coordination unit each time your child is immunised).
 - ✦ Birth Certificate (or Passport)
 - ✦ Medical Management plans and/or developmental reports
 - ✦ Parenting/court orders
- Payment of enrolment fee. This fee is non refundable however will remain current for a period of 12 months following a child's withdrawal from the service.

Government Subsidy

Families may be eligible to claim Child Care Subsidy to assist with the cost of child care and need to contact Centrelink if they wish to find out about their entitlements and to apply. Refer to your 'myGov' account or phone 136 150 or visit www.servicesaustralia.gov.au.

To allow for CCS entitlements to be allocated to their child care fees parents/guardians are required to:

1. Have a current assessment with Services Australia for each child using care.
2. Provide Camden FDC with a Customer Reference Number (CRN) and Date of Birth for the parent/guardian registering AND each child they are claiming for.
3. Have a 'myGov' account with Centrelink (go to www.servicesaustralia.gov.au 'about MyGov')
4. Confirm their child's enrolment details through their myGov account prior to the commencement of care.





Access to Family Records

Record Keeping and Confidentiality

Accurate recording keeping assists in the management of the Service, ensures the safety of children and provides a level of transparency and accountability for the Service, Regulatory Authorities and families.

The Service recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships.

The Service will ensure that information kept in a record as required by the National Regulations is not communicated (either directly or indirectly) with anyone other than:

- Educators who require the information for the education and care of the child.
- Medical personnel who require the information for emergency medical treatment of the child.
- The parent/guardian or where applicable, the parent/guardians Authorised Nominee of the child that the record relates (except for a staff record).
- The Regulatory Authority or an *Authorised Officer.

****Authorised Officer means a person who has been appointed by the Regulatory Authority to monitor and enforce compliance with the national law and regulations.***

All family/child/educator and service records are collected, maintained, stored securely and disposed of in accordance with the *Education and Care Services National Regulation* and Camden Council's *Information Management policy* and *Privacy Management Plan*.

These records include:

- Child/Family Enrolment information
- Authorisations
- Attendance records
- Photos (where authorisation has been obtained)
- Children's individual learning and development records
- Incident, Injury and trauma records, Illness records
- Educator registration details

Families are responsible for notifying the educator and the Service of any changes to their enrolment record information and should do so in writing via email where possible. Service email: fdc@camden.nsw.gov.au

National Privacy Principles

Education and Care services are subject to the National Privacy Principles (NPPs) under the Privacy Act 1988 in the handling of personal information.

Compliance with these principles is also a condition of being an Approved Child Care Provider to administer the Child Care Subsidy (CCS).

There are 13 privacy principles related to the consideration, collection, dealing with, integrity of, access to and collection of personal information. To read these privacy principles in full or for further information go to the Office of the Australian Information Commissioner website: www.oaic.gov.au.

Tips for transitioning your child into care

- Provide information about your child– upon enrolment you will be provided with an 'About Me' form for you to complete and give to your educator to help them to start to get to know your family and your child and support you in the settling process.
- Prepare your child– talk to them about starting care, speak to your educator about the possibility of visiting prior to them starting in care. Plan shorter days to begin with if possible to ease your child into care.
- Comfort your child– if your child has a special comforter item it may be appropriate for them to bring this to care. Re-assure your child you will be coming back.
- Communication– open communication between the family and educator is key, talk to your educator about how your child is feeling, your educator will provide you with updates on your child's progress throughout the day during settling, be available to pick your child up early if they are not coping to re-assure them, extend the days as they become more confident.



More information about settling your child into care can be found through these sources

NSW Family Day Care Association info for parents/tips for separation anxiety- www.nswfdc.org.au

Starting Blocks tips for parents/factsheets- www.startingblocks.gov.au

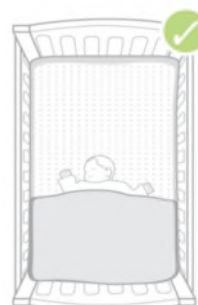
Tresillian advice/tips- www.tresillian.org.au

Raising Children Network grown ups/starting and settling children into childcare- www.raisingchildren.net.au

Safe Sleep and Rest

Whilst our aim is to incorporate family values, customs and beliefs as much as we possibly can into the Family Day Care setting, educators are required to ensure that these requests align with our policy and procedures as these have been written from a best practice perspective to ensure children are safe while in care and educators protected. Our Safe Sleep and Rest policy and procedure is one we find can sometimes conflict with what the service requires and what families request for their child while they are in care and there may be times when its not possible to implement the request of a family due to the policy and procedure. Some examples of practices that are commonly questioned are the need for educators to remove from the child or their cot, anything that may possibly constrict or choke a child while they sleep such as jewelry and necklaces including teething beads, dummy cords, soft toys, loose clothing and bedding. Our advice to families is to talk to your educator about your usual practices and they will advise whether this can be followed through in the service or not, if not, your educator may make some alternate suggestions. For information on Safe Sleep in our FDC settings refer to the Safe Sleep and Rest policy available in the policy and procedure folder at your FDC service, for general information about safe sleep environments and safe sleeping visit Red Nose Australia.

Red Nose Australia safe sleeping- www.rednose.org.au



- **Safe cot**
[should meet current Australian Standard AS2172]
- **Safe mattress**
firm, clean, flat, right size for cot
- **Safe bedding**
soft surfaces and bulky bedding increase the risk of sudden infant death

Delivery, Collection and Access to Children

Camden FDC has a policy to ensure authorised, safe and documented arrival and departure of all children at each FDC education and care setting, *Delivery of children to and collection from the FDC service policy*.

Key points for families include:

- Parents/guardians/authorised nominee's must sign attendance records at the time of delivery or collection of children to ensure arrival and departure times are accurate.
- Parents/guardians/authorised nominee's are responsible for supervising their children on delivery and collection at the educators premises.
- Parents/guardians must notify the co-ordination unit of court orders or changes to court orders and keep up to date all information in the child's enrolment record such as authorised nominees which affect the delivery and collection of the child.
- Educators cannot deny access to any parent/guardian unless court orders are in place to allow them to do so.
- Where court orders determine that the children are in 'shared cared' between two parents, a separate enrolment form from each parent will be required if the children use a FDC educator whilst residing in 'shared care'. In this case each parent must register with Centrelink for the purpose of claiming entitlements. We acknowledge dealing with different departments can be confusing so please contact our administration staff if you have any questions.



Excursions and Outings

Our educators believe in the importance of nurturing children's sense of belonging to community. Most of our educators include excursions and regular outings as a part of their educational program to provide that real life experience and connection to their surroundings, some examples of excursions/regular outings include play session, library story time, park visits and visits to other educators. All excursions are collaboratively planned and require the development and implementation of a risk assessment. Educators will discuss their intentions with families and are required to seek family authorisation. Families can contact the co-ordination unit if they have any concerns in relation to their child attending an outing and can refer to the *Excursion policy* for an outline of the process required for planning and conducting an excursion or outing.

Key points for families include:

- Educators take a risk versus benefit approach to planning excursions and regular outings and ensure they are of educational value, are safe, appropriate and consider each child's needs, interests and abilities.
- Educators conduct risk assessments that require the approval of the co-ordination unit and must obtain written authorisation from each child's parent/guardian prior to any excursion or regular outing taking place.
- Educators must be able to eliminate or minimise through effective management strategies the risks to children's safety, including protection against the sun and supervision, for this reason educators are not permitted to conduct excursions or outings to destinations where there is a significant body of water.
- When planning excursions educators must consider the individual ages, abilities and needs of each child and have a plan for how they intend to manage these including routines and need for sleep and rest.



Key Policy Points

Medical Conditions and Illness

Camden FDC places children's health safety and wellbeing at the forefront of everything we do. We aim to work with families of children with medical conditions to have clear plans in place for the management of these conditions whilst children are in care. We also understand that from time to time children may become ill, whilst in care and have clear process' in place to manage infectious illness and prevent the spread of infection.

For information on the processes we have in place for preventing and managing incidents, injury, trauma and illness please refer to the following policies:

- Incident, Injury, Trauma and Illness
- Dealing with Medical Conditions
- Dealing with Infectious Diseases

Key points for families include:

- All educators are required to have and keep up to date current First Aid, CPR, Asthma and Anaphylaxis emergency management qualifications.
- All educators must have a fully stocked First Aid kit that is taken on excursions and transportation.
- Children with an illness (where the illness is contagious or where the illness prevents the child from participating in the day to day program of activities) must not attend the education and care service.
- If an Educator or any other member of an educators family suffers from an infectious illness the risk will be evaluated and eliminated through service closure or management strategies implemented.
- Where a child is diagnosed with a Medical condition e.g. Asthma. Anaphylaxis, the family must provide a Medical Management Plan written by a Doctor and discuss and complete with the co-ordination unit and educator a Risk Minimisation and Communication Plan, prior to the child commencing with the service or as soon as possible after diagnosis for children already enrolled.
- Families are responsible for keeping their child's enrolment and health information up to date (including providing updated immunisation history statements to the co-ordination unit each time your child is immunised).
- Written authorisation to administer medication must be obtained prior to an educator administering medication.
- Children who require medication for a medical condition will not be allowed to attend the service without the medication.
- Families will be notified immediately if their child becomes unwell or has been involved in an incident or trauma whilst in care and it may be necessary for the family to arrange for the child to be collected.
- All Incidents, injuries, traumas and illnesses are documented and the record is required to be signed by the educator and parent/guardian or authorised nominee and retained on the child's file.

Process for Emergencies

If a serious incident, injury, trauma or illness occurs the educator will:

- Administer emergency first aid, including administering any asthma medication or Epi-pen treatment for children who have a medical management plan, whilst contacting emergency services.
- Contact the co-ordination unit immediately (use the emergency mobile number if necessary).
- The co-ordination unit or educator will inform the parent/guardian or authorised nominee if the parent/guardian cannot be reached.
- If required co-ordination unit staff will assist in the care of all other children to allow the educator to travel by ambulance with the injured/ill child.
- In the case of an emergency the Educator can gain the assistance of any other responsible adult over the age of 18 years until coordination unit staff arrive.

Families must agree to medical treatment being sort for their child at enrolment and in the event an ambulance is called are liable for the cost of the service.



Questions?

Frequently asked questions (FAQ)

If you have a question about your fees- you should contact your educator directly as they are responsible for managing your gap fee payments. You can also contact the Coordination Unit on 4653 3000 to ascertain why there is a difference in your fees. If it's related to your child care subsidy, you will be required to contact Centrelink directly to follow this up

If you have a question about your Child Care Subsidy eligibility- you should contact Centrelink - Services Australia on 136150 or visit www.servicesaustralia.gov.au The co-ordination unit is responsible for overseeing the distribution of families entitlements and sending families a statement of the entitlements the service has received based on their child care usage (statements are issued fortnightly). Child Care Subsidy is a family entitlement – based on the outcome of information provided to Centrelink whilst being assessed for child care subsidy.

Working out the hours of care you are required to pay for- Families are required to pay for their child's booked hours OR the educator's minimum hours of care, whichever is the greater. Refer to your educator's independent fee schedule for their 'minimum hours'. If your educator's operating hours are longer than their 'minimum' charged hours, e.g. educators operating hours are 7am-5pm (10 hours) and the 'minimum' hours they charge is 8 hours you are charged for 8 hours unless you use more than 8 hours of care (e.g. Your child is booked 8-5, you pay for 9 hours). When a child's booked time is less than the minimum hours (and at times when children attend for shorter hours of care) families are still charged the minimum hours.

If your child has a diagnosed Medical Condition (or is newly diagnosed once enrolled) for example Asthma, Anaphylaxis, Epilepsy- Inform the educator, obtain a Medical Management Plan from the Doctor, collaborate with the co-ordination unit and educator to develop a risk minimisation and communication plan that includes strategies for how your child's medical condition will be managed whilst they are in care.

If your child has an infectious illness and has been in care during the incubation period or whilst unwell- keep your child at home for the exclusion period and until well enough to return, inform your educator of the child's diagnosis so that they can inform other families that there has been a confirmed case of an illness and can watch for signs and symptoms. It may be necessary for you to provide a Doctors clearance to your educator for your child to be able to return to the service, speak to your educator for more information. For information on common infectious illness' including incubation and exclusion periods refer to Staying Healthy in Child Care www.nhmrc.gov.au.

If your educator is unable to operate due to illness/leave- the educator will notify you directly of their intentions, if you are interested in placing your child in alternate care with another Camden FDC educator, you can contact the Coordination Unit on 4653 3000 who will contact the educators on your behalf to inquire about current vacancies and will contact you to let you know. We cannot guarantee alternate care as places are dependent on availability. If we are able to offer you alternate care, upon acceptance of the position you are agreeing to pay the alternate educator according to their fee schedule for the booked care which may be different to that of your current educator.

If you have concerns about your child's development- speak to your educator, if required they can seek assistance from a co-ordinator who can organise to attend the FDC service and observe the child and provide a record of their observations and may be able to provide useful links to other services in the community that can assist the family.

If you have a problem or concern about your educator or their FDC service- talk to your educator directly if you can, we encourage families and educator's to openly communicate with each other to try to resolve any issues as they arise. Grievances can often be easily resolved through having an opportunity to speak openly and honestly. Families and educator's may find it best to arrange a suitable time to meet outside of the educator's operating hours to allow the educator and family to speak confidentially and without distraction.

If you have a concern you are unable to resolve with your educator or wish to discuss a confidential matter- contact the co-ordination unit directly on 4653 3000 or email fdc@camden.nsw.gov.au, staff will direct your call or email to the appropriate team member to help with a resolution. If your concern is regarding a co-ordination unit staff member you may direct your call to the Nominated Supervisor or Camden Council's Customer Service team on (02) 13 CAMDEN (13 226 336) email mail@camden.nsw.gov.au

If you would like to access the Service policies and procedures or the Education and Care National Law or Regulations- educator's are required to have these documents readily available at their service for families. Each educator has a copy of the Service policy and procedure manual and has on display QR codes for easy access to the law and regulations. Alternately families can access Service policies and procedures on the website or can contact the co-ordination unit to be sent a copy of the requested policy and/or procedure via email.

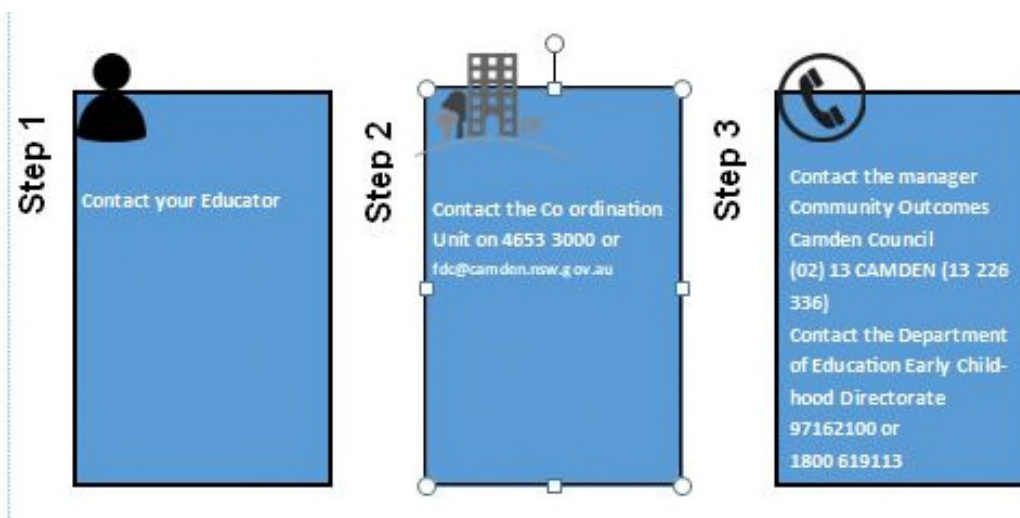
Ways that families can be involved in the service- collaboration/communication, feedback on policies and procedures, providing written and verbal feedback on educational program and practice documentation, environments, experiences to educators, attending events, volunteering to assist with excursions/events, contribute to the program such as volunteering to share a talent (e.g. playing an instrument, singing or reading to children, cooking with children) and providing constructive feedback to the co-ordination unit and educator on ideas for improvement.

If you wish to give notice to withdraw your child from care- check how much notice you are required to provide, notice periods are outlined in each educators independent terms and conditions (located on the back of the educators fee schedule). We ask that you communicate directly with your educator and advise of your intention to cease care in writing.

Family Collaboration and Complaints

We value the input of families into our service practices, policy, procedures and customer satisfaction. We endeavour to invite feedback from families at least annually about the service provided by the co-ordination unit and that of our registered FDC educators and also welcome feedback at anytime. We view complaints as an opportunity to review our service practices and use the information to inform quality improvements. When a family has a complaint regarding their FDC service we encourage them to communicate with their educator first and foremost to try to resolve the problem, where resolution is not agreed upon or families would like to escalate the complaint they can contact the co-ordination unit. Below is a table outlining the key steps and contact numbers where relevant.

Complaints Process for Families



Camden FDC policies and procedures

Camden FDC, in consultation with all stakeholders have developed a comprehensive list of policies and procedures which clearly articulate requirements in relation to compliance, provide guidance for best practice and decision-making, and streamline processes. Our policies and procedures can be accessed through the Camden FDC Policy and Procedure Manual located at each educator's service and the co-ordination unit or a copy emailed upon request, speak to your educator or contact the co-ordination unit. These policies and procedures are applied to all families, educators and staff respectfully and consistently.

Useful Websites

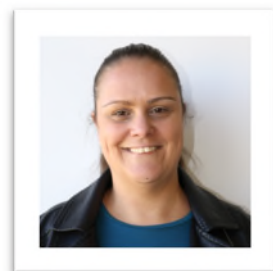
- Australian Children's Education and Care Quality Authority (ACECQA)- www.acecqa.gov.au
- Everything you need to know about living, learning and playing in Camden- www.camdenkids.com.au
- Department of Education- www.education.nsw.gov.au
- Department of Education and Training - www.mychild.gov.au
- Family Day Care Australia- www.fdca.com.au
- NSW Family Day Care Association- www.nswfdc.org.au
- Raising Children Network- www.raisingchildren.net.au
- Red Nose Australia (Safe Sleep)- www.rednose.org.au
- Starting Blocks- www.startingblocks.gov.au

Centrelink

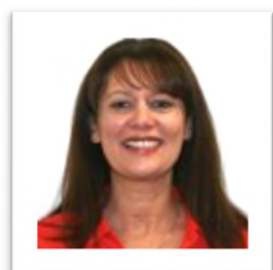
- Visit your local Service Centre (Camden Centrelink- 16-22 Murray St, Camden NSW 2570)
- Call **136 150** between 8am and 8pm Monday to Friday (for translation services call **131 202**)



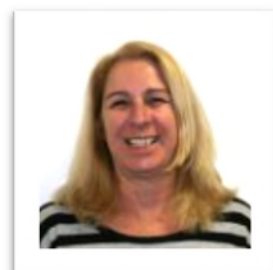
Lisa Tolo is the service Team Leader, her role is to oversee the day to day running of the Family Day Care service and staff team and ensure continual compliance with the National Quality Framework and other legislation. Lisa has worked in Education and Care for nearly 30 years with more than 10 years experience directing a variety of centre based service types, Lisa has also worked as a co-ordinator and educational leader in FDC and trainer and assessor delivering the Certificate III and Diploma courses to early childhood students. Lisa has a Diploma in Children's Services and Cert IV in Training & Assessment and is dedicated to supporting educators to achieve quality outcomes for children and families in the local community.



Lauren Halls is a service Co-ordinator and Educational Leader. Her role is to support educators in their role with their Educational Program and Practice and compliance with the National Quality Standards and National Law and Regulations, through resourcing and home visits. Lauren has worked in Education and Care for over 20 years, working across different service styles in various roles such as Centre Director. She has also worked for different RTO's such as TAFE delivering relevant training in Certificate 3 and Diploma in Early Childhood Education and Care. Lauren has a Bachelor of Teaching in Early Childhood as well as Cert 4 in Training and Assessment. Lauren is passionate about mentoring and supporting educators and providing children and families with the best quality outcomes.



Julie Gulyas is a service Co-ordinator and works part time Mon-Thurs. Julie has worked with the service since 2001 and is responsible for supporting educators in their role through resourcing and home visits, ensuring compliance of the National Regulations and National Quality Standards. Julie provides support and mentors Educators to provide quality outcomes for children and families. Julie's qualification's include a Diploma in Children's Services and Cert IV in Training & Assessment. Julie is a Mental Health First Aider.



Vicki Cook is a service Administration Officer and works part time– Tues to Fri. Vicki has been providing administration support to Camden FDC since 1999, her role supports all administrative requirements of the Service and educators ensuring service compliance with legislation and regulations including Family Assistance Law. Vicki provides families with current and accurate information regarding their Child Care Subsidy (CCS) entitlements and rulings. Vicki has formal qualifications in Records Management and Frontline Management and has a Cert IV in Training and Assessment and is a Mental Health First Aider.



Hayley Ruiters is a service Administration Officer and Placement Co-ordinator and works part time Mon-Thurs. Hayley has been working with the service since 2011, in her diverse role, Hayley works closely with the families and educators to fill the service vacancies through the maintenance of a central wait list and implementation of service placement and enrolment procedures. Hayley has formal qualifications in both Administration and Early Childhood Education and Care and is a Mental Health First Aider.

Service Contact Details:

Location: Narellan Child Family and Community Centre 16-24 Queen Street Narellan, NSW, 2567.

Postal Address: PO Box 183, Camden NSW 2570

Phone: 4653 3000

Email: fdc@camden.nsw.gov.au

Website: [Camden Council \(www.camden.nsw.gov.au\)](http://www.camden.nsw.gov.au)