



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

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

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

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

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

## Governance

C.a.F.E. Enfield Children's Centre Governing Council has joint governance responsibilities for Community Childcare and Department of Education and Child Development 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 and Child development.
- The C.a.F.E. Enfield Children's Centre Governing Council has responsibility of the upkeep in conjunction with the Director of Education and Care.

Centre Capacity:

- Centre capacity (up to 84 child places which includes up to 30 preschool places/session).
- Access for children and staff with disabilities.

## Signing In and Out

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

## Childcare Fees

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

### Payment of Fees

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

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

### School Holidays

A benefit offered to families of this childcare centre is the opportunity to alter childcare bookings during the public school holiday period without penalty or loss of term bookings. This request must be in writing and lodged 2 weeks prior to the holiday period. School Holiday Care Forms are available from front office. Bookings requested on this form for school holidays will be charged for regardless of attendance.

It is the parent's responsibility to ensure these forms are returned to the office.

If we do not receive the completed School Holiday Care Form by the due date on the form, your bookings will remain unchanged and you will be charged for them.

### Public Holidays

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

### Family Holidays

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

### Centre Closures

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

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

### **Car Parking**

You are able to park your car in the car park at the end of Pateela Street.

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

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

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

### **Health and Nutrition**

#### Skin Protection Policy

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

Children are also required to wear appropriate clothing to protect the body, such as:

- A sun hat-either legionnaire, broad brimmed or bucket (minimum 5cm brim)

- Shirts, tops and dresses that cover the back, shoulders and tops of arms
- Shorts, skirts or dresses that come to the knee

### Asthma

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

### All Meals

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

### Food Allergies and dietary requirement

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

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

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

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

### Nappies

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

### General Illness

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

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

### Programs: High Quality Care and Education

The program for our Centre is play-based and is built on a foundation of secure attachment and building trusting relationships between families, children and educators. Play is fundamental to young children's learning as through play they engage in exploration, imagination

and investigation; while at the same time they are socialising, communicating and collaborating with other children and adults around them.

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

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

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

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

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

### **Yitpi Tarnanthi Room (seed sprouting)**

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

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

### **Karra Room (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 (Red gum seed pod)**

The Kangkulya Room integrates childcare for 4 year olds and a DECD funded Preschool Monday to Friday 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 the Kangkulya 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.

### **Yitpi Room (seed)**

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

### **Family Involvement**

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

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

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

### **Policies**

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

## Pockets

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

## Any further questions

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

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

## References:

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1. Children's Services Act of 1985
  2. *Staying Healthy in Child Care*, 5<sup>th</sup> ed., 2012, Australian Government National Health and Medical research Council
  3. *Belonging, Being and Becoming- The Australian Early Years Learning Framework*, DEEWR 2009
  4. *National Quality Framework Resource Kit*, Australian Children's Education & Care Quality Authority, 2011
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## Review:

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