

ENROLMENT AND BOOKINGS POLICY

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1 NQS

QA2	2.1.1	Each child's health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	2.3.1	Children are adequately supervised at all times.
	2.3	Each child is protected.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QA6	6.1	Respectful supportive relationships with families are developed and maintained.
	6.1.1	There is an effective enrolment and orientation process for families.
	6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.

2 National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	88	Infectious diseases
	90	Medical conditions policy
	92	Medication record
	93	Administration of medication
	96	Self-administration of medication
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	100	Risk assessment must be conducted before excursion
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	162	Health information to be kept in enrolment record
	165	Offence to inadequately supervise children
	167	Offence relating to protection of children from harm and hazards
	168	Education and care service must have policies and procedures
	173	Prescribed information is to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents

3 EYLF

LO1	Children feel safe, secure, and supported
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Symbol indicates children's contributions to policy development.

4 Aim

- 4.1 To ensure that each child's enrolment is completed as per our legal requirements.
- 4.2 Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide.



Educator: "What do you think a new child and family should know before they start at Kids' Uni?"

Child 1, Kids Uni North, Inventors Room - "Bring the children here, say goodbye and give them a big squeeze, and put their sunscreen on."

- 4.3 UOW Pulse Ltd Children's Services provides childcare for university students, staff and the broader community. Given the diversity of the clientele, child care bookings are broken into several categories.

5 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC.

Inclusion Policy (CHI-ADM-POL-003)

Administration of Authorised Medication Policy (CHI-ADM-POL-004)

Child Wellbeing Policy (CHI-ADM-POL-009)

Excursion Policy (CHI-ADM-POL-024)

Nutrition, Food Safety & Allergen Management Policy (CHI-ADM-POL-027)

Health, Hygiene and Cleaning Policy (CHI-ADM-POL-030)

Immunisation and Diseases Policy (CHI-ADM-POL-033)

Infectious Diseases Policy (CHI-ADM-POL-035)

Medical Conditions Policy (CHI-ADM-POL-038)

Orientation for Children Policy (CHI-ADM-POL-041)

UOW Pulse Ltd Privacy Policy (PUL-BUS-POL-013)

Record Keeping and Retention Policy (CHI-ADM-POL-049)

Relationships with Children Policy (CHI-ADM-POL-050)

Sleep, Relaxation and Clothing Policy (CHI-ADM-POL-052)

Waiting List Application Process Policy (CHI-ADM-POL-067)

Unenrolled Children Policy (CHI-ADM-POL-062)

6 Who is affected by this policy?

Children, Families, Educators

7 Implementation

- 7.1 Our service accepts enrolments of children aged between 0-6 years in our long day care centres.
- 7.2 All services are to use the UOW Pulse Ltd Children's Services Waiting List form, or families can access the form online at the UOW Pulse Ltd web site. www.uowpulse.uow.edu.au
- 7.3 Enrolments will be accepted providing:
 - i. The maximum daily attendance does not exceed the approved number of places of the service.
 - ii. Child-educator ratios are maintained across the service (in each room).
 - iii. A vacancy is available. (Please see Priority of Access Guidelines found in the Waiting List Application Process CHI-ADM-POL-067)
 - iv. The service can meet the needs of the child and family.

8 Enrolment

When a family has indicated their interest in accepting the offer of enrolment for their child in our service, for either occasional care or a permanent booking, the following will occur:

- 8.1 Once the family has accepted the offer, a mutual date for formal enrolment and orientation will be set. The start date must be a minimum of two days after orientation to ensure all enrolment requirements have been completed prior to the start date. An enrolment pack will then be sent out. This pack includes
 - i. Email confirming days allocated and date and time for orientation appointment. This letter will also list all documentation required for enrolment, ie: Child's Birth Certificate or Passport, Medicare Immunisation History statement, Parent Photo ID and Medicare Cared. Attached to this email, will also be, the fees policy, medical conditions policy, immunisation requirements and the enrolment authorisations form.
 - ii. Online Enrolment form and other relevant forms that must be completed prior to attending the orientation appointment.
 - iii. A copy of the fees, Conditions of Enrolment, Parent Handbook, and Medical Conditions policy.
 - iv. During the orientation interview parent/guardian will be advised they are required to:-
 - a) Log into their HubHello parent portal to agree to their Complying Written Arrangement
 - b) Accept their enrolment through MyGov to ensure they receive their Child Care Subsidy. This information is followed up in a welcome email following the enrolment interview.
 - v. Parents are to be advised that changes to booked days or withdrawal from care require 4 weeks notice in writing. The four week notice period excludes the Christmas closure period.
 - vi. Children transitioning to Kindergarten will cease their enrolment in December the year before they start school. All bookings for continuing and new families will commence from the first day of the New Year to ensure smooth classroom transitions, maintain consistency with educators, and support timely enrolment for new families.

- 8.2 On the day of the appointment, a tour of the service will be provided. During this tour, the educator will give the family information about the service including, but not limited to
- i. programming methods,
 - ii. meals,
 - iii. incursions and excursions,
 - iv. inclusion,
 - v. fees,
 - vi changes to booked days or withdrawal from care require 4 weeks' notice in writing.
 - vii. policies, procedures and, regulations for our state and the licensing and assessment process, the National Quality Framework
 - viii. signing in and out procedure, room routines, educator qualifications, introduction of educator in the room the child will be starting in and educator and parent communication. Families are also invited to ask any questions they may have.
- 8.2 Families are given a copy of the Parent Handbook to read.
- 8.3 Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Nominated Supervisor at this time.
- 8.4 If a child uses English as a second language, or speaks another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words. If an interpreting service is required a telephone interpreter service is available (Illawarra Multicultural Services 17 Auburn St, Wollongong – Phone 4229 6855).
- 8.5 Families will also need to contact the Family Assistance Office to have their eligibility for Child Care Subsidy assessed. Parents will also be advised they will need to accept their enrolment through MyGov to ensure they receive any eligible Child Care Subsidy payments.
- 8.6 As per our Orientation for Children Policy, families will be invited to bring their child into the service at a time that suits them so the child and family can familiarise themselves with the environment.
- 8.7 Before the child begins their first day with us, the service must have all required documentation for the child. The child will not be accepted into the service without this being completed.
- 8.8 Enrolment fee and 2 weeks of fees to be paid prior to the child starting their enrolment with Kids Uni.

9 Types of Bookings Available

- 9.1 All Year Round Bookings
- i. Fees are payable for 50 weeks of the year, including all Public Holidays which fall on a booked day.
- 9.3 Occasional Care Bookings.
- i. Occasional care is available to currently enrolled children throughout the year depending upon availability. All occasional care bookings must be done through the administration office in order to ensure licensing numbers are maintained and fees can be charged.

- ii. Occasional Care bookings can be offered on a full day or half-day basis.
- iii. A half day booking will be charged half the daily rate and either be taken from 7.30am (or 8am at Kids Uni iC) to 1.00pm or 1.00pm to 6.00pm.
- iv. All occasional care must be recorded in relevant administration/office diary.
- v. Occasional care cannot be offered if family has an outstanding debt.
- vi. Cooks must be notified as soon as possible regarding the dietary needs of occasional care children so that they can be catered for.
- vii. The Nominated Supervisor must notify all educators and other staff of occasional care bookings, days of attendance, times, and needs.
- viii. Cancellations - If a child will not be attending for a previously confirmed occasional care booking notification of this absence must be received by 8am on the booked date. Failure to notify that an occasional care booking will not be used will incur the nominal daily fee.

10 Other information about our service's enrolment

10.1 From 1 January 2018, parents must provide a copy of one or more of the following documents to enrol in a childcare service:

- an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations or
 - an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
 - an AIR Immunisation Medical Exemption Form which has been certified by a GP.
- No other form of documentation is acceptable (i.e. the Interim Vaccination Objection Form or Blue Book).

Immunisation documents are stored attached to the child's online enrolment in our client management system.

10.2 Enrolment of educator's children within the same service is generally not encouraged.

11 Information and Authorisations to be kept in the Enrolment Record

- 11.1 Our Record Keeping and Retention Policy outlines the information and authorisations that we will include in all child enrolment records many of these are regulatory requirements.
- 11.2 It is a condition of enrolment that every family must provide consent for the service to seek medical attention for their child in the event of an injury or illness. This includes transportation via ambulance.
- 11.3 All families are also required to provide at least one emergency contact person who we can contact in the instance that the child's primary carers are not available in an emergency. In the instance where a family do not have any known contacts the enrolment will require the approval of the Director. If approved, this enrolment will be monitored and followed up after three months at which time the family must provide an emergency contact.

12 Source

Work Health and Safety Act 2011, Work Health and Safety Regulations 2011
Child and Young Persons (Care and Protection) Act 1998
Education and Care Services National Regulations 2011

National Quality Standard
Family Assistance Legislation Amendment (Child Care) Act 2010
Early Years Learning Framework

13 Review

This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.

14 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	February 2012	February 2013	M. Fowler Manager – Kids Uni	
2	February 2013	February 2014	M. Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	August 2013	August 2014	M. Fowler Manager – Kids Uni	Paragraph inserted into Page 5 under heading "9.1 Uni Session Bookings".
4	Feb 2014	Mar 2016	M. Fowler Manager – Kids Uni	Paragraph amended on Page 5 under heading "9.1 Uni Session Bookings" to clarify eligibility
5	Nov 2015	Sept 2017	M Gillmore G.M. UniCentre	Session Bookings further clarification
6	February 2016	September 2017	M Gillmore G.M. UniCentre	Inclusion of Kids Uni Preschool – Ages of children enrolled and noting that Child Care benefit is not applicable to the preschool.
7	July 2018	July 2020	K.Grose – Children's Services Manager	Updated immunisation requirements, translator information and Child Care Subsidy information.
8	Sept 18	Sept 2020	K.Grose – Children's Services Manager	Updated information relating to cancellation of occasional care bookings.
9	November 2019	Sept 2020	Nicole Bray – Director Kids Uni iC	Updated to reflect name changes to Kids uni iC
10	November 2019	Sept 2020	K.Grose Children's Services Manager	Updated to reflect online CWA's. Removed references to OOSH/Vac
11	July 2020	July 2022	K.Grose Children's Services Manager	Additions to authorisations to be included in enrolment records.
12	Dec 2021	Dec 2023	K.Grose Children's Services Manager	Excluding the Xmas closure period from notice to changes to bookings Updated the information sent on acceptance of enrolment Added information about a 'welcome email'. Updated initial fee payment requirements
13	January 2024	January 2026	L. Windisch – Kids' Uni North Director T. Rodrigues – Administration Coordinator	Updated information regarding changes to occasional care bookings – now only available to current enrolled families. Updated information regarding storage of immunisation documentation. Added children's voices
14	March 2024	March 2026	Louise Windisch – Head of Early Education	Updated to remove Uni-session bookings. Updated to include that school leavers bookings will cease in December the year before they start school.

15 Appendix 1 - Kids Uni Orientation and Transition Framework



Kids Uni acknowledges the importance of establishing quality practice to support children and families to successfully transition into the service, between classrooms and to other educational settings. This framework outlines the practices Kids Uni services will implement to support children and families to feel secure, confident, included and supported within our services during periods of change and transition. “Transitions, including from home to early childhood settings, between settings, and from early childhood settings to school, offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. Building on children’s prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and early childhood educators all contribute to successful transitions between settings.” (EYLF, pg.19).

Types of transitions:

- ☐ Transitioning to a Kids Uni service for the first time
- ☐ Transitioning between classrooms
- ☐ Daily transitions within the service
- ☐ Transitioning out of a Kids Uni service

Transitioning to a Kids Uni service for the first time

The transition from home to an education and care service is a milestone for both children and families. Kids Uni understand our orientation practices are a key foundation to building strong, collaborative partnerships with families and supporting successful transitions into our settings.

Orientation meeting:

Every family will receive an orientation meeting prior to commencement. During this interview, the child and family will discuss all items outlined in the Parent Orientation Checklist (Form 007).

- ☐ Meeting times will be planned to meet the needs of the family, educators, admin team, director and the service routine.
- ☐ Every educator will be aware of the new child’s orientation meeting and when they will be starting at the service
- ☐ Offer multiple orientation visits to allow the child and family time to engage with children, educators and the routine
- ☐ Unpack the family’s expectations of the service, the educators and the educational program using the Kids Uni Partnership Form
- ☐ Outline strategies for saying goodbye on the first day, including information about welcome stations (if applicable), and the experience of separation.
- ☐ **Sign In and Out procedure explained**
 - Show electronic sign in

- Each person dropping off/picking up must use own mobile to sign in/out
- Must occur each day
- Where applicable, Director/Key Educator will support family to complete the following forms (these may be completed in the first two weeks of child's commencement):
 - Breast Feeding Support Plan
 - Transition plan for separation anxiety
 - 0-2 years routine form



Key educator/family meeting (conducted during orientation meeting)

- Spend time getting to know the family and how they feel about their child starting care
- Reflect on family's personality and consider how they may like to be communicated with
- **Care Routines:** *We will want to work closely with you to follow your child's individual routine, wherever possible. We will follow all children's cues and offer sleep/bottles/comfort as needed.*
 - 0-2 Years Routine (F009)
 - Meals/ Menu
 - Sleeping
 - Breast Feeding Support Plan
 - Kinderloop activity menu to view care routine information
- Structure of staffing – educator to child ratios, educator shifts, director, children's services manager, cooks, admin
- Introduce staff
- Programming
 - **Circle of Security and Key Educator approach:** *At Kids Uni, we use attachment based theories and the Circle of Security, alongside a key educator approach with our children and families. We recognise relationships as the foundation for supporting children's learning. Our pedagogy promotes continuity and consistency through nurturing relationships between educators, children and their families, through our key educator approach.*
 - *The key educator approach supports the building of a strong, secure, reciprocal and communicative relationship between each child and their family, which is based on trust and respect with one key educator whilst the child is with us. I will be your child's key educator during their time in the _____ room. This relationship is supported by a secondary educators (other educators) when I am unavailable.*
 - *We use moments of care routines as times for connection with our focus children and utilise them as opportunities to build relationships with children. For example, when changing a child's nappy, we ensure we are present, taking our time and ensuring we are kind and respectful, talking children through each step of the routine and encouraging their active*

participation. We become their secure base and safe haven during their time at the service. We encourage them to explore the environment and learning opportunities, and welcome them back in when they need comfort and support.

- **RIE** – *We are inspired by the Educaring Approach. We aim to embed elements of these practises into our spaces by ensuring our social and physical environment is “physically safe, cognitively challenging and emotionally nurturing” (RIE, 2020). We underpin our every interaction with even the youngest infant with respect; always ensuring we are encouraging children to be active participants rather than passive recipients by always doing things **with** not **to** children. We trust children’s competence, and work in partnership with each individual to ensure they feel competent, connected, autonomous and secure within our spaces. We believe in giving children time for uninterrupted play and freedom to explore the social and physical environment.*
- **Individualised Learning** - *Each child’s individual strengths, needs, interests and abilities are observed, analysed and planned for as part of our ongoing planning cycle. We recognise play as having significant positive impact on the structural design of the brain and therefore plan play based learning experiences to further children’s development.*
- **Partnership with families** - *Our relationships with families is equally important as it is with their child. Open communication with families is pivotal to supporting children’s successful transition into the service, and throughout their journey with us. Families are encouraged to actively contribute to their child’s learning journey by sharing their understandings of their child.*
- **Show programming display and Kinderloop.** *We will use Kinderloop to communicate with families regarding their child’s learning and development, important notices for the service (including health information) and updates on day to day experiences.*
- **Partnership form**
 - *Talk about importance of collaborative partnerships with families - We recognise that families are children’s first and most influential teachers and that learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.*
 - *Work through format with families or invite them to take home and complete*
 - *Become skilled at interpreting family comments – e.g. “I just want them to have fun and make friends” = goal around social skills and a sense of delight at the service*
- **Parent Involvement**
 - *This can occur in ways each family feel comfortable with. For example, some families become involved in the service by providing feedback on policies, others engage with children through story telling or sharing special talents (e.g. yoga) and some families visit for lunch. We encourage all families to share photos and anecdotes of family life via kinderloop or email.*
- *Communication between Educators and family – Verbal, Kinderloop, Communication Books*
- *Family Information Library – available for borrowing*
- *What we provide/what families need to bring*
- **Strategies for saying goodbye:**
 - *Daily separation from families into the care of educators is becomes one of negotiation, where child, parent and educator come together and the child experiences that responsibility for their care shifts from the parent to the educator. The child needs to know that both adults have him/her in mind as they communicate in a relaxed way about the transition, and indicate that the educator is ready to look after him/her. Families should reassure children that ‘educators name’ will keep them safe until they return. (See Row Boats Metaphor in Appendix)*
 - **Welcome Stations:** *Each child’s daily transition into the service sets them up for a day of openness to connection and learning with peers and educators. In order to support successful daily transitions, we have established welcome spaces to support educators to be physically predictable and emotionally available to all of our children and families.*
- *Take a photo of the child during orientation (with the child and family consent) to set up locker tag, allergy charts (if applicable) prior to the child’s commencement*
- **Educator to show:**
 - *Daily Routine*
 - *Menu*
 - *Lockers*

Child's First Day at the Service

- ☐ The Director will ensure every educator knows a new child is starting and will know the parents'/carers' names. This may be shared via communication diary or kinderloop.
- ☐ Educators will address the child and family by
- ☐ The child's key educator will ensure the following will be set up ready for the child's first help establish a sense of belonging:
 - o Child's locker tag
 - o Kinderloop profile
 - o Key educator identified
 - o Cot/bed (if applicable)
- ☐ Educator welcoming the family upon arrival will in with child and family about how they are feeling. Clarify any questions and remind of sign procedure, lockers, bottle prep area etc. if necessary.
- ☐ Educators will support the child/family to say goodbye when they are ready to do so. Remind they can contact the service at any time.
- ☐ The key educator will contact the family during first day via phone to provide an update on how the child is settling in and information about their engagement in experiences and relationships.
- ☐ Key educator to send 'Day One Welcome Post' to family via kinderloop. This will include:
 - o Information about how they have settled in
 - o Strategies used to build child/educator relationship
 - o Links to information from partnership form (if returned)
 - o Information about care routines – meals, toileting/nappies
- ☐ Educators will greet the family at the end of the first day. Share information about the child's day. Invite and clarify any questions.
- ☐ **Please note: If the child's key educator is absent for the child's first day, another educator within the room will ensure the above practices are completed.**



when
a
name.
day to

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in/out

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Week 2 check in

Director to contact the family via phone or upon arrival/collection to check in.

- ☐ Ask the family if they have any concerns, questions or feedback.
- ☐ Ask if their expectations are being met. If not, invite further feedback to move relationship forward.
- ☐ Ask if they had the opportunity to meet all educators. Offer support to build rapport as needed.
- ☐ Ask if they have accessed Kinderloop. Offer support as needed.
- ☐ In partnership with the family and key educator, develop a transition support plan if needed.

Transitioning between classrooms

Transitioning between classrooms at a service can be as significant and overwhelming for a child and family as the transition into the service for the first time. Children and families may feel uncertain about new room expectations, educators and routines. Kids Uni will implement the following practices to ensure children and families feel supported and informed.

- ☐ Children who are of age to transition to the next classroom will be supported by educators to visit the classroom as frequently as possible, even if they have not yet been offered a position in this space. Information about these visits will be shared with families via kinderloop and verbal communication regularly.
- ☐ Educators will develop a social story with information about routines and expectations of the classroom for children. These will be kept in the preceding room and be explored with children regularly.

- When a position becomes available for a child to move to the next room, the service Director will contact the family to discuss the change and how the transition will be supported. Invite questions and concerns from the family.
- Family and child will be notified of the new key educator prior to transition to the new classroom
- Educators will develop an introduction letter for families about the classroom which will be provided prior to transition. The letter will outline:
 - Educators names/photos
 - Room routine expectations
 - Welcome station location
 - Any other important/relevant information about the new classroom
- Current key educator will complete the Key Educator Handover Plan for new key educator
- All educators and family will know the date of the child's first day in the new room



Daily transitions within the service

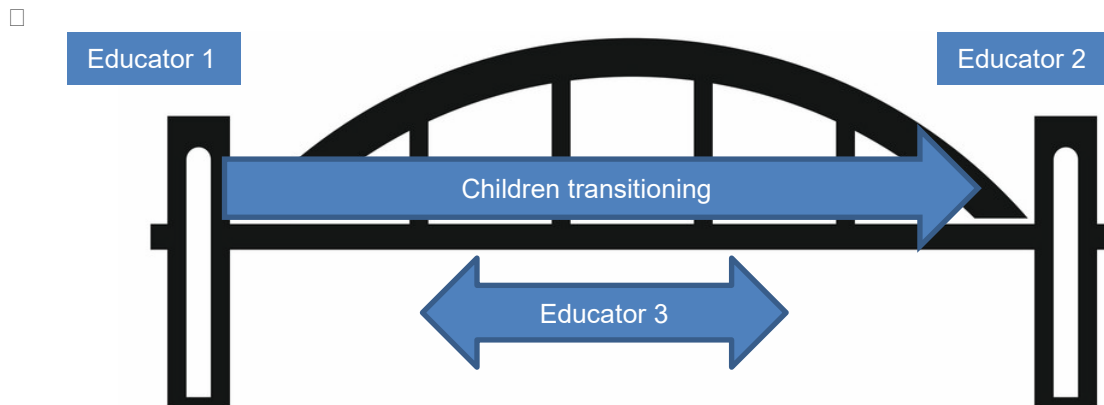
Due to their frequency, daily transitions within the service may be considered to be minor, however they have the potential to cause children a significant level of stress. Children's individual needs must be considered during any transition, including transitions within the daily routine. Daily transitions include transitioning between learning spaces and transitioning between routine times.

"Transitions tend to be the most difficult and stressful moments in any education and care service. At these times children often display more challenging behaviours and educators feel like police officers [rather] than nurturing educators. If you are uncomfortable or frustrated during transition times, this is a sign that your current schedule may need to be revised to better meet the needs and developmental levels of the children in your care." (Barb Gallick and Lisa Lee, 2010).

To reduce children's stress and foster positive experiences during daily transitions, Kids Uni educators will implement the following strategies:

- Reduce the number of transition times to as few as possible
- Transitions should occur in small groups wherever possible so they are less overwhelming and better supported
- Ensure transitions occur slowly and in ways which ensure children feel supported and heard
- Support children to understand the daily routine and what is coming next

- Use a 'transition bridge' for all transitions. Educators will act as pillars of each side of the bridge - at least one educator stationed at the first space, supporting the children to transition out, at least one educator positioned in the next space supporting children to transition in, and one educator moving between both spaces supporting children to transition between the spaces.



- Consider individual children's needs and implement supplementary strategies for children who may need additional support. This may include using strategies outlined in a child's individual support plan.