

Plan of Management



**Proposed Early Learning Centre
49 Gibbes Street
Regentville NSW 2741**

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Plan of Management

The following Plan of Management has been prepared for the proposed Early Learning Centre to be located at 49 Gibbes Street, Regentville NSW 2741. It is consistent with the requirements of the:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard 2011
- Early Years Learning Framework 2009
- Penrith Development Control Plan 2014 D5.2 Child Care Centres.
- Child Care Planning Guideline 2017.

The Centre's policies and procedures will reflect the contents of this Plan. They will also detail how parents and educators will be informed, and the Centre's actions if these are not followed.

Objectives

The Plan of Management is designed to ensure that the Centre, its facilities, and its day-to-day operations comply with relevant national, state, and council requirements at all times, and that the Centre provides high quality education and care programs for children. The objectives of the Plan of Management are to detail areas such as:

- Policies and procedures
- Hours of operation
- Staffing
- Code of conduct
- Access and security
- Emergency procedures
- Workplace health and safety
- Waste management
- Maintenance and cleaning procedures
- Minimising operational impacts, including noise and parking, on the amenity of neighbours.

Design and Layout

The Centre's building and facilities either meet or exceed the requirements of the Education and Care Services National Regulations 2011. They also support the implementation of the National Quality Standard 2011 and the Early Years Learning Framework 2009: Belonging, Being and Becoming. The Centre's design incorporates a generous dining room area – a 'third space' where children, parents and educators can spend unhurried and relaxed time together at arrival and departure times.

Hours of Operation

The proposed Centre will operate from 7:00am to 6:30pm, Monday to Friday 50 weeks per year. The Centre will close for two weeks over the Christmas period, and for Public Holidays.

Capacity of Centre

Each day, the Centre will provide education and care for up to 66 children aged 6 weeks to 5 years. To facilitate children's sense of wellbeing and belonging, the children will be placed in small groups with educators and children familiar to them. The groups will take into consideration the children's ages and developmental stages. The groups will be:

Room	Age Group	Number of children	Number of educators
Playroom 01	6 weeks – 2 years	16	4
Playroom 02	3 years – 5 years	30	3
Playroom 03	2 years – 3 years	20	4
Total number		66	11*

*Each group is cared for with educator to child ratios and qualifications in accordance with the Education and Care Services National Regulations 2011.

Policies and Procedures

The Centre's policies and procedures meet the requirements of the Education and Care Services National Regulations 2011 and the National Quality Standard 2011. Further, these policies and procedures reflect the contents of the Plan of Management. They also detail how parents and educators will be informed, and the Centre's actions if these policies and procedures are not followed.

The policies and procedures, especially those relating to the health and wellbeing of children (e.g. Hand Washing, Managing Infectious Diseases, Managing Unwell Children, Immunisation) have been formulated in consultation with recognised health experts and are consistent with best practice. They also reflect the guidelines of *Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th edition)*. Educators will receive professional development and training on these topics, and educators' adherence to these documents will be carefully monitored.

Centre Staffing

The proposed Centre recognises that educators are the key to high quality education and care programs. It will employ appropriately qualified and experienced educators in sufficient numbers to meet the staffing requirements detailed in the Education and Care Services National Regulations 2011. In addition, it is expected the educators will have diverse cultural and linguistic backgrounds and varied professional and life experiences, bringing vitality to the Centre.

The Early Childhood Australia's (ECA) Code of Ethics details the standards of professional conduct and

integrity expected of educators in upholding the values and principles of the Centre. This Code forms part of the terms and conditions of the employment contract signed by each employee. Employees are expected to be guided by the Code when identifying and resolving ethical conduct issues that may arise in the course of their work.

The Centre is committed to continuously developing the professional knowledge and skills of its educators. In addition to ongoing mentoring by the Nominated Supervisor/Educational Leader, educators will be provided with professional development opportunities throughout the year. Educators sharing ideas with other members of the team will be encouraged. In addition, Lead Educators will also be afforded time away from the children each week to prepare programs and to reflect upon their professional practices.

Arrival and Departure – Educators

Eleven (11) educators will be at the Centre when it is operating at full capacity. Of the 11 educators, the Nominated Supervisor will be a full-time employee working 38 hours per week. The remaining ten (10) educators will be permanent part time which provides latitude for them to be called upon to work for up to 37.5 hours per week if required. Educators will be provided with a roster and allocated their shifts fortnightly.

- Open shift commences at 7:00am.
- Close shift finishes at 6:30pm.
- Educators' arrivals will be staggered between the hours of 7:00am and 9:30am.
- Educators' departures will be staggered between the hours of 3:00pm and 6:30pm.

Arrival and Departure – Children and Families

The proposed Centre will have an open-door policy. However, in practice, children's arrival is usually staggered between 7:00am – 9:30am with families collecting their children between 3:00pm – 6:30pm.

To comply with the Education and Care Services National Regulations 2011, all children must be signed in and out of the Centre and the actual time of arrival and departure recorded by the accompanying parent or guardian. It is this daily attendance record which is used to ensure that everybody in attendance has been evacuated in an emergency, so it is vital that it is completed. Parents will sign their children in as soon as they arrive at the Centre and sign them out immediately prior to departure.

No child will be released into the care of any persons not known to the educators. If educators do not know the person by appearance, the person must provide a form of photo identification which evidences that they are the person authorised on the enrolment form to collect the child.

Centre Parking and Delivery/Collection of Children

The Centre provides eighteen (18) onsite carparks for parents, educators and visitors. It also provides a carpark for service and emergency vehicles which can enter and exit the property in a forward direction.

Settling Children into Care

Settling children into care can be difficult for both parents and children. On enrolment, information will be provided to families about the best way to manage separation anxiety. Part of this process is to establish a set drop-off routine, and to leave without remaining too long. This typically includes:

- Sign your child in
- Leave the bag in the locker
- Leave any instructions and/or medication with room educators
- Say goodbye to your child and let them know that you will be back
- Leave the centre

At pick-up time, the routine is reversed:

- Say hello to your child
- Collect his / her bag and any artwork for the day
- Exchange any pertinent information with educators (parents would normally have been informed via email and/or telephone of any incident or other news arising during the day prior to pick-up time. This is usual practice in a Centre and an expectation of the National Quality Framework)
- Sign out your child
- Leave the Centre

Pick-up and drop-off are busy times, so parents are encouraged to arrange for longer discussions to take place on the telephone at quieter times or by appointment with the manager.

Daily Routine (Indicative)

7:00am	Centre opens
7:00am – 8:00am	Children's breakfast in the dining area where they, their parents and educators enjoy relaxed time together
8:30am – 11:30am	Indoor/Outdoor teacher directed and/or child-initiated play for each group – progressive morning tea for each group
11:30am – 12:30pm	Lunch time and then transition to rest time
12:30pm – 2.30pm	Rest time
2:30pm – 3:00pm	Pack away – progressive afternoon tea for each group
3:00pm – 4:30 pm	Indoor/Outdoor teacher directed and/or child-initiated play for each group
4:30pm – 5:00 pm	Pack away outdoor - children to pack bags with educator support
5:00pm – 6:30 pm	Combined/Family groups - indoor and outdoor child-initiated play
6:30pm	Centre closes

NOTE: All indoor and outdoor activities are supervised by the regulated number of qualified educators.

Family Involvement

The Centre actively encourages family involvement and their communication about aspects of the Centre's operations such as the program and how it meets their children's needs. At enrolment, families receive a Family Handbook which provides an overview of all aspects of the Centre's philosophy, curriculum and policies. In addition, information between families and the Centre is exchanged by means such as:

- Conversations at arrival and departure times
- Sleep, meal and toileting charts
- Programs displayed in each room
- Community board
- Monthly newsletters and regular e-mails
- Facebook
- Suggestion box
- Our Tablets/Smartphone Xplor app.

Program

The Centre's program is informed by the Early Years Learning Framework 2009: Belonging, Being and Becoming. It is play-based and provides the children with opportunities to discover, imagine, create, make friends, test out ideas, challenge each other's thinking and build new understandings. In addition, to engaging with children at these times, educators plan the indoor and outdoor learning environments and intentional teaching activities. Educators do so with the understanding that each child is unique with different backgrounds and interests, and that each child's learning and development progress at their own pace. Our school readiness program includes pre-writing and pre-reading, and also includes a strong focus on STEM (Science, Technology, Engineering & Mathematics) activities.

The Centre's goals for all children align with the outcomes of the Early Years Learning Framework. These outcomes are:

- **Outcome 1 – Children have a strong sense of identity**
 - Children to feel safe, secure, and supported
 - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - Children develop knowledgeable and confident self-identities
 - Children learn to interact in relation to others with care, empathy and respect
- **Outcome 2 – Children are connected with and contribute to their world**
 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
 - Children respond to diversity with respect
 - Children become aware of fairness

- Children become socially responsible and show respect for the environment
- **Outcome 3 – Children have a strong sense of wellbeing**
 - Children become strong in their social and emotional wellbeing
 - Children take increasing responsibility for their own health and physical wellbeing
- **Outcome 4 – Children are confident and involved learners**
 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
 - Children transfer and adapt what they have learned from one context to another
 - Children resource their own learning through connecting with people, place, technologies and natural and processed materials
- **Outcome 5 – Children are effective communicators**
 - Children interact verbally and non-verbally with others for a range of purposes
 - Children engage with a range of texts and gain meaning from these texts
 - Children express ideas and make meaning using a range of media
 - Children begin to understand how symbols and pattern systems work
 - Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Quality Assurance

As an Approved Service under the *Education and Care Services National Law*, the Centre is required to adhere to the seven quality areas of the National Quality Standard (NQS). These seven quality areas are:

- Educational program and practice
- Children’s health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management.

The New South Wales Department of Education’s Early Childhood Education and Care Directorate will assess and rate the Centre’s performance against these quality areas, and will decide upon the Centre’s overall quality rating.

Noise Management

The design of the Centre’s indoor and outdoor play spaces has incorporated the recommendations of the DA Acoustic Assessment by Wilkinson Murray (May 2019) ensuring that noise levels within, entering into, and emanating from the Centre are minimised. In addition, the Centre will implement the following management controls:

- Limit the number of children in the outdoor play area to a maximum of 20 at any given time;
- Make programs available to parents and neighbours;
- Inform parents and guardians of the importance minimising noise when dropping off or picking up children and monitor this. Specifically, instruct them to
 - Close doors quietly
 - Speak quietly at the front of the centre
 - Do not leave vehicles idling;
- Take crying children inside the centre to be comforted;
- Keep the external doors and windows of the playrooms closed during high/intense noise level activities. In particular,
 - the sliding doors facing east and north in Playroom 1
 - the windows facing north in Playroom 2
 - all but 1.2m of the sliding door and the windows facing north in Playroom 3;
- Display signs at all entrances to the Centre reminding staff, parents and visitors to minimise noise during arrival and departure;
- Display the details of the Nominated Supervisor, the contact person for complaints, the Centre's telephone number and email, and the email of the Approved Provider at the main entrance of the Centre; and,
- Ensure a sufficient number of educators supervise children's indoor and outdoor play at all times and that these educators closely monitor and minimise the noise level of children's play whenever practical and possible and, when necessary, direct children to quieter activities.

Prior to commencing at the Centre, all staff/educators and families will be informed about the Centre's practices to minimise noise levels. In addition, they will be regularly reminded of these practices in the Centre's newsletters and emails throughout the year.

Safety and Security

- Emergency contact numbers for essential services such as fire, ambulance, and police are prominently displayed in the reception area of the Centre. A landline telephone is available to educators to call these services in the event of an emergency.
- **Fire evacuation plans and fire safety equipment** are displayed in prominent positions throughout the Centre. All exit routes are kept clear at all times.
- **The front entrance** of the Centre. Parents access the Centre by buzzing the video intercom system to the office or their child's room for an educator to confirm their identity before letting them in. Parents are required to sign their child in and out of the Centre on each day the child attends via the Xplor app. In addition, visitors will be required to sign in and out of the Centre.
- **An indoor/outdoor safety checklist form** is filled in by educators after they have completed the daily audit to ensure the health, safety, and wellbeing of the children, and also the safety of the premises.
- **Pest inspections** are held annually and at any other time they might be required.
- All educators are trained in **First Aid, CPR, asthma, anaphylaxis, and child protection procedures**.

Kitchen

The Centre's kitchen has been designed, constructed and will be operated in accordance with the:

- Food Act 2003
- Food Regulation 2010
- FSANZ Food Standards Code
- AS 4674:2004 Design, Construction, and Fitout of Food Premises.

The Centre's menu will be developed in consultation with nutritionists and dieticians to ensure that it either meets or exceeds the Australian National Dietary Guidelines. Meals will be prepared on site daily using high quality fresh ingredients. They offer a broad range of flavours and textures, and accommodate and respect our cultural community and individual dietary requirement. They will be served in the Centre's dining area which is dedicated for mealtimes and cooking experiences for children.

Workplace Health and Safety

Workplace health and safety procedures implemented in the Centre are consistent with the *Work Health and Safety Act 2011*. Further, the Centre will comply with state and national WHS standards, codes of practice, and best practice recommendations from recognised authorities.

The Centre is responsible at all times for the protection of the health and safety of anyone entering our premises and/or using our equipment. It is understood that there is a shared legal responsibility, commitment, and accountability by all persons to follow the Centre's Workplace Health and Safety Policy and Procedures.

Emergency Procedures

The Centre's Emergency Procedures will be detailed at a later stage in consultation with an expert in emergency management, evacuation and safety. The following guidelines consistent with childcare regulations and standards will be incorporated into these Emergency Procedures.

- Emergency evacuation procedures will be prominently displayed near each exit together with the Centre's floor plans, correctly orientated, detailing the route to be taken and the emergency and evacuation safe area to be used.
- The Centre will maintain an up-to-date and portable register of emergency telephone numbers on the Tablets/Smart Phones located in the entrance and in the rooms. Educators will take these Tablets/Smart Phones with them in the event of an emergency or evacuation.
- Emergency telephone numbers will be displayed prominently above telephones
 - In the office
 - In the playrooms.

- The Centre will ensure educators are provided with training in how to use fire extinguishers, fire blankets and other emergency equipment.
- Fire extinguishers, fire blankets, and other emergency equipment will be tested by recognised authorities, as recommended by the manufacturer. All tests will be documented.
- Emergency procedures will be discussed with families and regular information will be provided to families. Families will also be advised in writing whenever an emergency rehearsal has taken place.
- The Nominated Supervisor will ensure that all educators, including relief educators, know the Centre's policies and procedures relating to Emergency Management and Evacuation, and what is expected of them in a rehearsal and/or real situation.
- Roles of educators/educators will be detailed and carefully communicated to all educators when they commence their employment at the Centre.
- Informal games and discussions (e.g. Get Down Low and Go, Go, Go) will be used to familiarise children with the Centre's evacuation and emergency procedures.

Rehearsal Evacuation (Every 3 Months)

- The Centre will add to each child's sense of security, predictability, and safety by conducting rehearsal evacuations every three months. All persons present at the Centre during the evacuation rehearsal must participate accordingly.
- These rehearsal evacuations are documented and evaluated. Any improvements identified during these rehearsals are implemented.

Emergency Communication Plan

- At all times, the Centre will have access to a telephone (e.g. fixed-line telephone, mobile phone).
- The Centre has a main telephone to be used in an emergency, located in the office area.
- In the event of a complete loss of electricity, and the telephones at the Centre are not functioning, the Centre's mobile phone will be available to use at all times to ensure educators can make emergency contact. The Nominated Supervisor's/educators' mobiles may also be used.

Insurance

The Centre will obtain and maintain insurance in accordance with the Education and Care Services National Regulations 2011.

Waste Management

Bins will be stored in a designated area on the eastern side of the property. The area is screened from view. The bins will be collected from the kerb.

Centre Maintenance

Maintenance at the Centre is initiated on a regular basis through the following processes:

- When identified, maintenance items are entered in a Maintenance Register. These items are actioned without delay.
- The Nominated Supervisor completes a monthly checklist to ensure buildings and outdoor spaces maintained in accordance Education and Care Services National Regulations 2011, and the National Quality Standards.
- The Centre's cleaning procedures are consistent with the Education and Care Services National Regulations 2011, and the National Quality Standards.

Centre Cleaning

Educators will clean up spillages as they occur throughout the day to minimise any contamination. In addition, a professional cleaning company will be contracted to clean and sanitise the Centre four times weekly outside of Centre operating hours.

Complaint Management – Parents

The Centre has Policies and Procedures which detail the processes by which the Centre will manage complaints. These processes include:

- A notice with the details of the Nominated Supervisor, the contact person for complaints, the Centre's telephone number and email, and the email of the Approved Provider will be prominently displayed in the entrance of the Centre.
- Formal complaints can be raised verbally with the Nominated Supervisor who will document the complaint clearly and objectively on the Centre's Grievance and Complaint Form.
- The Centre maintains a Grievance and Complaint Register of all complaints and actions taken in response to these complaints. The Register is reviewed regularly from the perspectives of the nature, recurrence (if any) and outcome to determine if the actions taken are consistent with the Centre's Quality Improvement Plan, and any changes to the Centre's Policies and Procedures that may be required. Each review is documented on a Grievance and Complaint Analysis Sheet.

The Centre's procedure for formal written complaints is as follows:

- Complaints are to be submitted in writing using the Centre's Grievance and Complaint Form. Information requested includes the:
 - Name of the person making the complaint
 - Postal address and/or telephone number of the person making the complaint
 - Details of the complaint
 - Details of any witnesses.
- Each complaint will be dealt with in the strictest confidence. The Nominated Supervisor/Approved Provider or delegate involved in investigating the complaint will ensure that information is restricted to those who genuinely need to be notified in order to deal with the complaint. If

information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed prior to disclosure.

- The complaint will be entered into the Centre’s Grievance and Complaint Register, and written acknowledgment that the complaint has been received sent to the complainant.
- The Nominated Supervisor/Approved Provider will investigate the complaint in an equitable, transparent and fair manner, and document the findings. Investigations may involve consulting with the relevant stakeholders (including any person who may be the subject of the complaint) and reviewing documentation such as attendance records, accident reports and the Centre’s Policies.
- Actions to address the complaint will be determined, and the complainant notified in writing of those actions.
- The Centre’s Complaint Management processes will be reviewed every 12 months.
- Any online information related to the Centre provides details of the relevant contact person for complaints together with the process by which complaints can be lodged.

Complaint Management – Neighbours

The Centre will manage any complaints made by neighbours using the same processes detailed in the section above. However, a separate register will be maintained for these complaints. In addition, prior to the commencement of the Centre, the Operator/Approved Provider will distribute information regarding the approved operating parameters for the Centre to the nearby residents of 49 Gibbes Street, Regentville. The information provided will include:

- Operating days and hours
- Number of children
- Number of educators
- Details of the Nominated Supervisor (the contact person for complaints), the Centre’s telephone number and email, and the email of the Operator/Approved Provider
- The processes for making a formal complaint, how this complaint will be managed and the timeframe in which it will be managed.

Amendments to the Plan of Management

If, in circumstances where experience shows that it is reasonable or desirable to modify any provision of this plan for the better management of the premises, that modification shall be made to the Plan only with the consent of the relevant Council (whose consent shall not be unreasonably withheld).