

Operational Plan of Management For Mount Vernon Early Learning Centre

110-112 Mount Vernon road, Mount Vernon NSW

1 Executive Summary

This Plan of Management (POM) forms an essential part of the ongoing management requirements for the Child Care Centre. It is a document required by Council and that reflects a reasonable agreement between the Centre Operators and the Council in order to minimise any adverse effects upon neighbors. It is required by and reflects the intention of the requirements of Council's conditions of development consent for the Centre.

Capacity of Centre

The Centre's capacity is for a total of 96 Children as follows:

Age Group	Children per educator	Number of children	Total Educators	
0-2 yo		4	16	4
2-3 yo		5	20	4
3-5 yo		10	60	6
5+		15	0	0
Total			96	14

Outdoor Play

Number of (0-2yrs) within the babies' outdoor area will be restricted to a maximum of 4 children at any given time.

Number of (2-3yrs) within the outdoor area will be restricted to a maximum of 5 children at any given time.

Number of (3-5yrs) within the outdoor area will be restricted to a maximum of 20 children at any given time.

Hours of Operation

The Centre opens daily Monday to Friday from 7.00 am to 6.00pm, fifty-two (52) Weeks a year.

The Centre closes for Public Holidays.

Staffing

The Centre will be operated by 19 staff at any one time (including 1 director/nominated supervisor, 1 admin, 14 educators, 2 educator floaters to cover staff meal breaks, and 1 cook).

There will be a structured routine where the children will be divided between their age groups of 0-1 years and 1-2years (Babies), 2-3 years (Toddlers) and 3-4 and 4-5 years. A daily program will be based on their needs and individual development/progress.

Each group will be required to maintain staff to children ratios in accordance with the Childcare Regulations.

Staff Arrival

Not all staff arrive at the same time. The arrivals are usually staggered between the hours of 7.00am to 10.00am. Full-time staff work for 8 hours a day. Part-time or Casual staff work shifts as required. A minimum of 2 staff will open and close the Centre on any given day.

Parents/Children Arrival and Departure

In the morning, parents usually arrive between the hours of 7.00am-10:00am. Similarly, for pick-up, the parents will start arriving from 3.00pm and stagger until 6.00pm. Predominately most children will arrive between 7.30am and 8.30am.

Childcare Centre Car Parking

The following procedures are to be adopted for the use of the Early Learning Centre's car parking area:

1. All parking associated with the childcare Centre must occur within the signposted spaces
2. Vehicles must enter and exit the site car parking area in a forward direction at all times
3. The disabled car space must be used by people with a valid disability permit only
4. The pedestrian walkway connecting the car parking spaces to be kept clear at all times
5. No double parking is permitted in the car parking aisle - i.e. the hardstand area in between the two opposite rows of car spaces
6. The security door at the entrance to the car park should remain open during childcare Centre operating hours
7. The car parking area is not to be used for storage purposes, thereby reducing the number of available car spaces. The car park must be kept available for parking at all times
8. Staff, parents and educators must be encouraged to report improper use of the car parking area to the Centre's manager. In this regard, regular parent education is paramount and should be undertaken by email or letters in children's bags
9. Staff are to regularly monitor the car park during operating hours to ensure the above items are adhered to, particularly during peak drop-off/pick-up periods
10. This Traffic & Parking Management Plan must be issued to all new parents and staff, with a copy to be included on the Centre's website
11. This Traffic & Parking Management Plan is to be regularly reviewed and amended as deemed necessary.

Noise Management Plan

The Early Learning Centre should not become a source of 'offensive noise' impacting adversely on the acoustic amenity of neighboring residential properties or businesses.

Children

Time out of doors is an essential component of the child's experience of the Centre

Whilst active play is encouraged, screaming and shouting is not. This type of behavior can be intimidating to other children, and can be disturbing to neighbors. Children who persist in such behavior may need to be excluded from outdoor activities.

A crying or distressed child will be attended to immediately (without delay). The child will be taken to a quiet area to be comforted and to be assessed for any injury, or other cause of distress.

When children are in the "Active" play area, each group will be fully supervised by teachers / educators at all times.

Educators

Centre management recognise the importance of ensuring all Educators and staff are properly trained.

In-house training will include familiarisation with the procedures and requirements set out in the Noise Management Plan.

Recent graduates and relieving teachers (who may lack experience in the operation of the Centre) will be supervised by permanent staff members.

Staff will be instructed to engage the children in educational play activities that the children will find both mentally and physically stimulating, at all times.

All temporary & permanent staff will be required to read the Noise Management Plan before starting work and to comply with it at all times.

Management

Centre management will maintain a Log of any, and all, noise complaints received. Any complaints received shall be logged with details of the nature of the complaint, time of the event and contact details of the complainant.

Centre management will endeavor to respond to any noise complaint as quickly as possible, and will advise the complainant within 48 hours of what, if any, actions have been undertaken as a result of reviewing the complaint. These actions will be recorded in the Log.

The Log will be located in the Nominated Superior's office and will be accessible to Council at any time within normal operating hours.

Centre management will provide Council the name and position of the designated person (or persons) responsible for the addressing noise complaints.

At least one designated responsible person shall be available on site at all times during operational hours.

A laminated copy of the Noise Management Plan will be displayed in the entry foyer.

All Educators (temporary and permanent) will be required to read the Noise Management Plan.

All parents / guardians will be required to read the section of the Noise Management Plan relating to their Children. Continued attendance at the Centre will be contingent on the parent and / or guardian abiding by the requirements of the Noise Management Plan.

Should noise complaints persist, the Centre will engage the services of a recognised Acoustical Consultant (being a full and current member of the Australian Acoustical Society) to monitor noise levels and provide advice on any additional noise mitigation measures (if required).

Such a report will form part of the Log and be freely available to Council and to the Complainant. Attended noise monitoring may require access to the complainant premises.

Investigation of any noise complaint requiring the services of a recognised Acoustical Consultant will be contingent on this permission being given.

Complainants should be made aware that this will be a requirement of the investigation.

Centre Management is committed to being a responsible and good neighbor to local residents and businesses.

Children's Schedules

Our Daily Routine In the 0-2 Years Rooms

7.00am: Centre opens

7.30am- 8.30am: Breakfast & Family Grouping in the room

A quiet, settling time for children of mixed ages.

8.30am - 9am: Free play in the rooms

A time for babies to participate in a variety of free play learning experiences.

9.00am: Nappy Change Time

9am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

A time for hand washing, fruit and a healthy snack; and, for babies to practice their developing self-help skills. Daily Communication Chart record completed for individual babies eating.

9.30am - 9.45am: Sleep Time and One-on one Activity Time

A time for some babies to sleep; and a time for staff to be able to focus on babies individual interests. Staff use this time to record Morning Meeting Notes involving a written record of babies play interests.

10am: Transition to Indoor/Outdoor Active Play Area

A time for babies and staff to tidy the Room then transition to the Indoor/ Outdoor play area. Transition strategies include music and movement. A staff member stays upstairs with babies who are still sleeping, and bring them Outdoor as they wake.

Number of (0-2yrs) within the babies' outdoor area will be restricted to a maximum of 4 children at any given time on a rotating roster

10am -10.45am: Planned and Spontaneous Indoor/Outdoor Active Activities

A time for babies who are interested to participate in planned and spontaneous activities and projects that are based on developing babies emerging skills and development. These are pre-planned and/or spontaneous activities based on meeting the Early Years learning Framework Outcomes; and, babies developing interests, skills and needs.

10.30am: Music and Movement Time

A time for babies who are interested to actively participate in various music and movement experiences.

10.45am - 11am: Nappy Change Time

11am: Transition to the 0-2 years Room

A time for babies to tidy the Outdoor play area then transition to the 0-2 year's room.

11am-11.30am: Progressive Lunch Time

A time for hand washing, lunch; and, for babies to practice their developing self-help skills. Daily Communication Chart record completed for individual babies eating.

11.30am-1pm: Sleep Time and One-on one Activity Time

A time for some babies to sleep; and a time for staff to be able to focus on babies individual interests. Staff use this time to record Morning Meeting Notes involving a written record of babies play interests.

1pm-1.15pm: Nappy Change Time

1.15pm - 1.30pm: Progressive Afternoon Tea Time

A time for hand washing, a healthy snack and for babies to practice their developing self-help skills. Daily Communication Chart record of individual babies eating.

1.30pm-2pm: Sleep Time and Free Play Time

A time for some babies to sleep; and a time for babies to choose what they would like to play with.

2.00pm- 2.15pm: Music and Movement Group Time

A time for babies who are interested to participate in a music and movement session.

2.30pm: Transition to Play Area for Free Play and Family Grouping

A time for babies and staff to tidy the room and then transition to the Outdoor play area. Transition strategies include music and movement. Once outdoors, this is a time for babies who are interested to engage with various Learning centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for babies to choose indoor/outdoor play (staff/child ratio permitting).

2.45pm - 3pm: Story reading Time

A time for babies who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

3.45pm - 4pm: Music and Movement Group Time

A time for babies who are interested to participate in music and movement session.

4:00pm: Nappy Change Time**4.00pm- 4.30pm: Progressive Late Afternoon Snack Time**

A time for hand washing, a healthy snack and for babies to practice their developing self-help skills.

4:30pm Nappy Change Time**5.30pm: Story Time**

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.00pm: Centre closes

In the 2-3 Years Rooms

7.00am: Centre opens

7.30am- 8.30am: Breakfast & Family Grouping in the Room

A quiet, settling time for children of mixed ages.

8.30am - 9.00am: Free play in the Active Indoor/Outdoor Area

A time for children to participate in a variety of free play learning experiences. Children are given the choice and flexibility to play indoors or outdoors (weather permitting).

9am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

Held in the Outdoor play area. A time for hand washing, fruit and a healthy snack; and, for children to practice their developing self-help skills. Daily Communication Chart record completed for individual children's eating.

9.30am - 9.45am: Good Morning Circle Group Time

A time for staff and children to say hello; discuss overview of day including activities provided; revisit project interests; and record Morning Meeting Notes involving a written record of children's requests & play interests.

9.45am- 10am: Planned Outdoor Activities

A time for children who are interested to participate in planned outdoor activities and projects.

- Number of (2-3yrs) within the outdoor area will be restricted to a maximum of 5 children at any given time on a rotating roster

10am: Transition to the Classroom

A time for children to tidy the Outdoor play area then transition to the class room. This involves children having to follow teacher instruction. Transition strategies include music and movement.

10am -10.15am: Music and Movement Time

A time for children who are interested to actively participate in various music and movement experiences. Educators can also use this time to prepare experiences for the children.

10:15am- 11.00am approx.: Planned Indoor Experiences including Art & Craft

A time for children who are interested to participate in various activities those are based on developing children's emerging skills and development. These are pre-planned activities based on meeting the Early Years learning Framework Outcomes; and, children's developing interests, skills and needs.

11.00am: Nappy Change Time

11:30am -12pm: Progressive Lunch Time

A time for hand washing, lunch; and, for children to practice their developing self- help skills. Daily Communication Chart record completed for individual children's eating. This is also a time for educators to prepare beds.

12pm - 1:30pm: Progressive Nap Time

A time for children to sleep or rest and restore their energy for the afternoon session. Daily Communication Chart record completed for individual children's sleeping times. This is also a time for educator's to document children's learning and create classroom displays.

1.30pm: Nappy Change Time

1:30pm- 2pm: Free Play, Quiet Activities

A time for children to participate in quiet activities while other children are still sleeping.

2pm- 2.30pm: Progressive Afternoon Tea

A time for hand washing, a healthy snack and for children to practice their developing self-help skills. Daily Communication Chart record of individual children's eating.

2.20pm-2.30pm: Story reading Time and Tidying of Room

A time for children who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

2:30pm: Transition to Outdoor Play Area for Free Play and Family Grouping

A time for children to transition to the Outdoor play area. This involves children following teacher instruction. Transition strategies include music and movement, e.g. our 'Lining up Song.' Once outdoors, this is a time for children who are interested to engage with various Learning Centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for children to choose indoor/outdoor play.

3:45pm-4pm: Music and movement Group Time

A time for children who are interested to participate in a music and movement session. This could also be a gross motor game outside (weather permitting).

4.00pm- 4.30pm: Progressive Late Afternoon Snack Time

A time for hand washing, a healthy snack and for children to practice their developing self-help skills.

4:30pm Nappy Change Time 5.30pm: Story Time

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.00pm: Centre closes

In the 3 - 5 Years Rooms

In this room we follow individual routines based on family input.

7.00am: Centre opens

7.30am - 8.30am: Breakfast & Family Grouping

A quiet, settling time for children of mixed ages.

8.30am - 9.00am: Free play in the Indoor/Outdoor Active Play Area

A time for children to participate in a variety of free play learning experiences. Children are given the choice and flexibility to play indoors or outdoors (weather permitting).

9am - 9.30am: Progressive Morning Tea & Various Learning Centre Activities

Held in the Outdoor play area. A time for hand washing, fruit and a healthy snack; and, for children to practice their developing self-help skills. Daily Communication Chart record completed for individual children's eating.

9.30am - 9.45am: Good Morning Circle Group Time

A time for staff and children to say hello; discuss overview of day including activities provided; revisit project interests; and record Morning Meeting Notes involving a written record of children's requests & play interests.

9.45am - 10am: Planned Outdoor Activities

A time for children who are interested to participate in planned outdoor activities and projects.

- Number of (3-5yrs) within the outdoor area will be restricted to a maximum of 20 children at any given time on a rotating roster

10am: Transition

A time for children to tidy the Indoor/Outdoor Active play area then transition to the class room. This involves children having to follow teacher instruction. Transition strategies include music and movement.

10am - 10.15am: Music and Movement Time

A time for children who are interested to actively participate in various music and movement experiences. Educators can also use this time to prepare experiences for the children.

10:15am - 11.00am approx.: Planned Indoor Experiences including Art & Craft and School Readiness

A time for children who are interested to participate in various activities those are based on developing children's emerging skills and development. These are pre-planned activities based on meeting the Early Years learning Framework Outcomes; and, children's developing interests, skills and needs.

11:30-12:00: Progressive Lunch Time

A time for hand washing, lunch; and, for children to practice their developing self-help skills. Daily Communication Chart record completed for individual children's eating. This is also a time for educators to prepare beds.

12pm - 1:30pm: Progressive Nap Time

A time for children to sleep or rest and restore their energy for the afternoon session. Daily Communication Chart record completed for individual children's sleeping times. This is also a time for educator's to document children's learning and create classroom displays

1.30pm- 2pm: Free Play, Quiet Activities

A time for children to participate in quiet activities while other children are still sleeping.

2pm- 2.30pm: Progressive Afternoon Tea

A time for hand washing, a healthy snack and for children to practice their developing self-help skills. Daily Communication Chart record of individual children's eating.

2.20pm-2.30pm: Story reading Time and Tidying of Room

A time for children who are interested to listen to a story book and everyone to assist in the tidying of our classroom.

2:30pm: Transition to Indoor/Outdoor Play Area for Free Play and Family Grouping (Rotating roster)

A time for children to transition to the indoor/Outdoor play area. This involves children following teacher instruction. Transition strategies include music and movement, e.g. our 'Lining up Song.' Once outdoors, this is a time for children who are interested to engage with various Learning Centre and play experiences provided both indoors and outdoors. The glass sliding doors may be left open for children to choose indoor/outdoor play.

3:45pm-4pm: Music and movement Group Time

A time for children who are interested to participate in a music and movement session. This could also be a gross motor game outside (weather permitting).

4.00pm- 4.30pm: Progressive Late Afternoon Snack Time and Free play

A time for hand washing, a healthy snack and for children to practice their developing self-help skills.

5.30pm: Story Time

A time for packing the Indoor and Outdoor play areas away, gathering belongings and reading a story together.

6.00pm: Centre closes

Mechanism for Conveying Policies and Updates to Parents

The Centre's operations are documented in our Policies and Procedures.

These Policies and Procedures make up many volumes. All educators and staff must read the Policies and Procedures and confirm in writing that they have done so. The Policies and Procedures are discussed at Staff Meetings and are continually updated and redistributed as they are amended to retain relevance and compliance.

Policies will be located in the front foyer for all families and visitors to have access to at any time. Centre Policies are reviewed throughout the year on a monthly basis following a schedule. All revised policies are mentioned in the Centre monthly Newsletter as well as displayed in the front foyer of the Centre's for families to be updated and advised of changes that have been made.

Aim

As a part of our commitment to the National Quality Framework (NQF), our service will annually review our policies and procedures to ensure excellence and compliance. Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the service and how best to meet the needs of each child being educated and cared for.

Security Measures Policy

The Centre will have the following security measures in place:

Surrounding child-proof fences and gates, Security cameras and CCTV - external and internal back to base alarms. Individual Pin Code access to all staff and parents to access the Centre. Individual Pin codes will be cancelled upon families cancelling their child's position at the service.

Aim

The aim of this policy is to ensure that delivery and collection procedures are consistent with the safety of children. It is also paramount that children are delivered to and collected from the Centre by an authorised person.

Quality childcare must provide a safe and secure environment for children. The happiness of children in care is also dependent on the feelings of parents, who are more likely to feel comfortable in leaving their child or children in a setting where their security is assured.

Supervision of Children

The Outdoor Area is 50% undercover and will have a very natural sustainable design. This area will contain a variety of fixed and specialist outdoor child care design equipment.

Outdoor Play Schedule (0-2yrs age group)

The outdoor play schedule is set out above for age group 0 to 2. Maximum of 4 children to play in the outdoor play area at any one time. Children under 12 months of age normally stay with educators.

Outdoor Play Schedule (2-3yrs age group)

The outdoor play schedule is set out above for age group 2 to 3. Maximum of 5 children to play in the outdoor play area at any one time.

Outdoor Play Schedule (3-5yrs age group)

The outdoor play schedule is set out above for age group 3 to 5. Maximum of 20 children to play in the outdoor play area at any one time.

Activities

Outdoor activities vary from day to day and are dependent upon the weather and the program. They include:

- Ball games
- Team play
- Balancing, Climbing, Stepping
- Using variety of gross motor skills development equipment
- Environmental and nature based activities
- Supervised play
- Sand play
- Water based play (not swimming pool)
- Free play

Different age groups will be given the opportunity to participate each day in both the Indoor/Outdoor Area and the Secondary Outdoor Area.

Monitoring The monitoring process for outdoor play is the same as for indoor as follows:

The outside play area will be used only during the Centre hours of operation, depending on the weather conditions. All outdoor activities are fully supervised and monitored. Teachers and children are encouraged to participate in quiet play activities. The specified outdoor play policy and times shall be adhered to. Exceptional circumstances may apply. The Centre manager shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

Age Group	Monitoring Ratio
0-2 Years	1 Staff: 4 Children
2-3 Years	1 Staff: 5 Children
3-6 Years	1 Staff: 10 Children

Comprehensive Complaints Handling Procedure

Aim

To ensure that all grievances (complaints) are investigated in a timely, transparent, thorough and impartial manner, and that affected parties are advised of the outcome and their rights of appeal.

Implementation

It is vitally important that all educators/staff are aware of and adhere to the following procedure while addressing a parental grievance:

- The educators/staff are to ensure that a parent is referred to the following procedure should they have a grievance:
- The parent is to first communicate their concern to their child's Group Leader.
- If the grievance is not resolved to the parent's satisfaction, he or she can be referred to the Nominated Supervisor to contact the parent or guardian.
- If the issue is still unresolved, the parent will be referred directly to the Area Manager.
- If the parent is still unhappy after speaking with the Area Manager, they can contact the ACECQA on 1300 136 554 or their relevant state department.

The Parent Grievances procedure must be communicated to the parents at the time when they are enrolling their child into the Centre and is also noted in the parent handbook

All grievances are to be addressed seriously and educators/staff must make their best attempts to resolve the issue to the best of their abilities.

All outcomes are to be discussed with the parent/s concerned and recorded on the parent grievance record and placed in the parent communication folder and/or review and revise folder.

Should the grievance be lodged against another person(s), these person(s) should be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as an observer, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- Both parties should be told of the decision and the reason for it.
- Immediate and appropriate steps should be taken to prevent the grievance from recurring
- If after investigation, it is concluded that the grievance is not substantiated both parties should be told of the decision and the reason for it
- The grievant should be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Department of Education and Communities.

The procedure should be held in a timely manner and all parties should be kept informed of progression and any outcomes as they occur.

The Nominated Supervisor will establish unbiased Centre policies to reduce any potential power inequities between families and the service. Families will be guaranteed that they will not be treated unfairly nor that care will be withheld if they raise a concern, grievance or complaint.

In the event of a serious complaint being made, the Service supervisor/ 2ic must complete the Notification of complaints form on the ACECQA Portal; it is required to be sent through to the Department of Education and Communities within 24 hours.

Insurances

In order to be licensed the operator will take out the following insurances: Childcare Insurance which covers all aspects of a childcare Centre and includes Public Liability Insurance of \$20 Million and Workers Compensation Insurance.

Centre Cleanliness, Waste Management and Maintenance

Center will be kept clean by both staff and after hours -external professional cleaners and gardeners.

The Centre will have a designated WH & S officer who maintains a schedule of required maintenance which is routinely undertaken by handymen, builders and other tradesmen as required.

As the Centre educates children on environmental issues, it is a core objective to recycle our waste as best as possible.

Fire Safety, Flood and Emergency

(Refer to Fire, Flood and Evacuation Plan)

Administration

The Centre will have an administration office which provides administration, technical, accounting, human resource and general management resources to the Centre as required.

Sales and Marketing

The Centre's sales and marketing plan may include the following avenues for publicising the Centre:

- Branding
- Site advertising
- Bulk advertising - e.g. flyers
- Internet/web page
- Centre opening
- Newsletter