



# HANDBOOK



The Margaret Ives Community Children's Centre welcomes your family to our Coral Room. Our diverse staff team of qualified early childhood teachers, and early childhood educators provides an integrated long day care and DECD Preschool program.

At Margaret Ives, our Coral Room strives to provide excellence in preschool education – providing an innovative and challenging environment which fosters a desire to learn, and which nurtures each child to their full potential.

Preschool Sessions run  
Monday to Friday 8.30am - 4.00pm

Two days at Margaret Ives provides the preschool children with their 15 hour Universal Access eligibility.

Outside these times a long day care fee applies.



## COMMUNICATION

Communication is essential between families, caregivers and educators. Educators are always happy to have conversations during arrival and departure times. If you feel you are not finding time to communicate with staff, please feel free to send an e-mail to [preschool@margaretives.com.au](mailto:preschool@margaretives.com.au), make a phone call, and/or arrange an appointment so time can be set aside for you. Other points of communication used in the Coral Room are our centre newsletter, room notice board, floorbook, community book, individual learning portfolios and family pigeon holes, which are located near the door as you enter the Coral Room.

## ARRIVALS AND DEPARTURES

Please sign your child in and out each day they attend on the Coral Room iPad, and tick the daily sheet and sunscreen column if sunscreen has been applied. Please record approximate collection time, and any additional information in the space provided. The attendance sheet may also be used to record if another person is to collect your child. If someone new is collecting your child please inform staff, and they will be asked to provide photo ID.

At the end of the day punctuality is essential to ensure the centre is closed on time. Should an emergency arise please phone the centre to inform them of your lateness.



We encourage all families to bring in a family photo for our family tree. This is a great way to build a sense of belonging.

## ROOM ROUTINE

**7:30** Centre opens,  
indoor play spaces

**9.15** Morning meeting

**9.30** Fruit time &  
Preschool group  
extended learning

**10.00** Indoor & outdoor  
play (self discovery,  
intentional teaching)

**11:30** Yarning time

**12:00** Lunch  
with primary educators  
(refer to daily menu)

**12:30** Relaxation time &  
sleep (optional)

**1.00** Indoor & outdoor  
play (self discovery,  
intentional teaching)

**3.00** Coral Room  
pack-up & reset

**3.15** Split group time

**3.30** Afternoon tea  
(refer to daily menu)

**4.00** Indoor & outdoor  
play (self discovery,  
intentional teaching)

**5.00** Children bring  
belongings inside

**5.45** All children collected

**6:00** Centre closes

## PRESCHOOL ROOM ESSENTIALS - WHAT TO BRING.

**A Bag.** Containing a set of spare clothing that is clearly labelled. Spare clothing needs to be checked regularly to ensure it still fits your child and is suitable for the current season.

**A Sun Safe Hat.** All families are required to familiarise themselves with our *Sun Smart Policy and Procedure* as hats must be worn from the 1st August until the 30th April and when the UV is high(3+) during terms 2 and 3. Your child is responsible for their own hat so please decorate or label it clearly and ensure they bring it daily.

**Fresh Fruit or Vegetables.** Children are required to bring 2 pieces each day

they attend, one to eat at morning fruit and one to share for our afternoon fruit platter. Children are welcome to swap their fruit/vegetable with another piece from our fruit bowl. Preschool children are encouraged to bring a piece of fruit or vegetable that encourages independence and does not need to be cut.

**A Small Pillow.** Pillows are used during relaxation and don't need to be any bigger than A4 size as it is preferable that it fits in their own bag.

**Water.** Children must bring a labelled drink bottle each day, however a water station is accessible all day too.

## ROUTINES

Key routine moments are an important learning experiences for all children as they provide opportunities for children to further develop their emerging independence and practice self help skills. The Coral Room routine provides long time periods for children to engage in uninterrupted play. Our play environment is flexible to support the individual interests, strengths and needs of all children, at all times.

## PRIMARY CARE GIVING

We believe relationships are key building blocks for early development. The educators of our Primary Care groups and our secondary care system

will foster and maintain a secure relationships with your child. Primary carers become your main point of communication and continuity of care.

## HEALTH & SAFETY

As a Centre we strive to provide a safe and hygienic environment that promotes the health of children, staff and families. As a general principle, children and adults should not come to the Centre unless they are well and able to cope adequately with normal daily routines and activities. Please refer to our Care of Unwell Children Policy for further information.

Please refer to our Policy Folder in the front foyer for information about MICCC policies and procedures.



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## A PLAY BASED CURRICULUM

“Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and learn. In these ways play can promote positive dispositions towards learning...”

- EYLF 2009

## EMERGENT CURRICULUM

As a centre our curriculum utilises the Early Years Learning Framework (EYLF), which supports our emphasis on relationship based programs such as primary caregiving; and play based learning.

Our curriculum and planning is based on the individual needs, strengths and interests of your child. We develop a purposeful program from our reflective planning, and evaluation cycle.

As a team we share our observations of children and reflect on different perspectives that are derived from conversations in partnership with families, and our own knowledge of theories and learning.

One of our goals when your child begins at the Centre is for them to develop a strong attachment with their primary carer/s. A familiar face every day at the Centre will encourage a sense of trust and feeling of security for your child.

A focus of our curriculum is developing relationships to encourage a sense of positive self esteem. By encouraging children’s efforts and acknowledging the children’s strengths rather than praising outcomes, children will begin to see themselves as competent, capable and independent individuals.

## DOCUMENTATION

Individual Learning Portfolios (ILP) are used to collate, document and evaluate your child’s learning. They are

compiled of individual and group snapshots of child learning processes. This documentation provides a way of showing and recording each child’s learning and development. Documentation supports educators to identify children’s unique interests, needs and strengths to provide individual challenges in a way that is positive and meaningful to the child and their family.

ILP’s and documentation provide a a meaningful connection between home and care environments. This is one way families and caregivers can gain insight into what happens when their child is at Margaret Ives. This bridge between home and care contexts is two-way, allowing educators to learn more about what happens when the child is with their family and at home.

Snapshots will be added to your child’s learning portfolio throughout the year. Please share your family voice each term in your child’s portfolio.

## LEARNING IS RECOGNISED AND UNDERSTOOD AS:

- contextual and different for everyone
- holistic – involving the whole child not just their brain
- responsive to the child’s interests, needs and strengths
- a process of child engagement.
- a partnership between the child, their family and educators.

**Art Basket.** Please check the art basket regularly for your child's artwork.

**Library Bag.** Your child will be given a library bag. On Tuesdays, Jenny our volunteer librarian comes to the Coral Room to support the children in borrowing and returning library books. If your child does not attend on a Tuesday, educators will support your child to borrow books on their attending days. Please place library bags in the red library box (located under the pigeon holes) each week. Educators can also show you how to access the Library to borrow books for yourself, and with your child.

**Lockers.** Your child may choose any locker on arrival each day. Please encourage your child to place their own bag, and belongings in the locker so they can be responsible for their own belongings in their own space.

## **MEDICATION**

Please inform an educator if your child requires medication. A medication form must be completed if your child requires prescribed medication at the centre. A medication authority form, and or action plan will need to be filled out by a medical practitioner for all continuing medications including puffers, antihistamines, EpiPens and so forth.

All medication is stored in the kitchen fridge, or in the medication cupboard and must have the child's name and details of required dose on the label.

Please do not leave medication in your child's bag.

## **TOYS AND SPECIAL BELONGINGS**

Toys and special belongings are easily lost or broken at Long Day Care/Preschool causing unnecessary distress. If your child's wants to show the Educators a special item they can do this, however it is preferred that you email us a photo or we take photo then parents can take the item home for safe keeping. Children who need a daytime sleep may bring a soft toy/pillow to help comfort them.

## **FAMILY INVOLVEMENT**

We welcome all family members/friends to join us in the Coral Room to share their time, skills and knowledge with us. If you have any ideas to share, particularly those that relate to our term curriculum focus, please let an educator know a time that suits you

to come in and spend some time with us. Your questions, suggestions, ideas and participation in the program are always welcome too.

## **TRANSITION TO SCHOOL**

At the end of each year, we make contact with your child's future school, supporting them to visit the Centre to meet your child. We also handover vital information about our child's development, strengths and interests with them. The aim is about facilitating a positive and successful transition into the school environment. Please let us know if you do not wish information about your child to be passed onto the school representatives.

## **DfE PRESCHOOL ENROLMENT POLICY**

From 2013, DfE now requires proof of age, prior to the acceptance of an enrolment and a child commencing preschool. For the purpose of confirming the date of birth of each child being enrolled in preschool, acceptable documentation includes:

A Passport, Birth Certificate; or  
Official Centrelink documentation with your child's name and date of birth.

We also seek permission from you on behalf of the South Australian and Australian Governments to sign a Privacy Statement allowing us to provide to them details about children accessing our DfE preschool.

**We hope you will enjoy your stay with us and your family will feel a sense of belonging to the Margaret Ives Community Children's Centre. [www.margaretives.com.au](http://www.margaretives.com.au)**

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