



Treetops School of Early Learning

Parent Handbook

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Welcome to Treetops School of Early Learning

Treetops School of Early Learning is a privately-owned early education and care centre catering for children aged 0-5 years. We understand the trust families place in us to provide the best education and care for their children. It is our goal to provide a safe and nurturing environment where children are supported by qualified and passionate educators to learn through play and inspiring nature-based environments.

The Centre Director and Owner/Operator Jessica Critchell has over 15 years' experience working in education and care and management of services.

This handbook outlines how Treetops operates and important policies and procedures you need to know.

Hours of Operation

The centre is open from 7.00am-6.00pm sharp Monday to Friday and is closed on all Public Holidays.

If you are unable to attend the centre for your booked days, please notify us by 9.30am on that day.

If you are running late to collect your child, please call the centre as soon as possible so we can make staffing arrangements and prepare your child for a later departure.

How to Enrol

Visit the Treetops School of Early Learning website and click the 'ENROL NOW' tab to join our waitlist and secure a future enrolment.

Policies and Procedures

Our policy and procedure file are located in the foyer for families to access at any time. Please feel free to take and look and provide any feedback you may have.

The National Quality Framework

The National Quality Framework (NQF) is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services.

The NQF introduced a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hour's care.

Quality education and care shapes every child's future and lays the foundation for development and learning. The early years are critical for establishing self-esteem, resilience, healthy growth, and capacity to learn.

Research shows quality education and care early in life leads to better health, education, and employment outcomes later in life.

The NQF is designed to give children the best possible start in life. It is a national system, designed to provide transparency and accountability.

National Registers of educators, providers and services give consistent and dependable information to help families assess individual education and care services across Australia.

Treetops strives to meet the principles of the National Quality Framework.

Parking

Parking is available in the carpark at the front of the centre.

Orientation

We aim to work in partnerships with families to support each child's learning and development. We believe orientation is an important process where educators and families can be introduced to each other and the new environment. Educators are aware that some children respond to new experiences faster than others and will adapt to your individual situation and your child needs.

We offer two free orientation sessions 9.30am-11.00am before you start your first full days. We encourage parents to stay with your child for a short period of time to settle them, get them familiar with the new environment, chat with educators and then say goodbye. If your child is upset, we will call you to collect your child earlier. Some children need to gradually build up time to a full day.

Parents will be kept informed about how their child is settling in upon collection and are welcome to discuss any aspects with the centre director.

Our Centre Philosophy

Our philosophy is guided by The Early Years Learning Framework and inspired by the Reggio Emilia approach.

All of us learn throughout our lives. It starts from the day we are born. It is recognised that the early years of life are the most important for learning. That is when the foundations for the future are laid. The quality of a child's early learning experiences and environment has a profound impact on that child's life opportunities and outcomes. We never forget the qualities and strengths that make each child an individual and it is our aim to support each child to have an amazing early education experience that they will treasure for years to come.

Families are children's first and foremost teachers, we aim to work in partnerships with families to support each child's early learning journey. We believe children are competent and capable learners who actively guide their learning. We aim to support and extend upon children's interests and knowledge of the world with experiences that promote children's sense of agency, allowing them to make choices, explore, create, imagine, and discover.

We have a team of professionally trained and passionate educators who aim to support each child's learning and development individually and in groups as a co-learner and collaborator. Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of our educational curriculum. Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

We value the diversity of families and cultures in our community and aim to create a partnership where family life and learning comes together. We understand the need to compliment the role of families in educating and promoting learning through enjoyable and enriching experiences designed to foster a sense of belonging and achievement. Treetops School of Early Learning is a community of families and together we can support each other and each child's learning journey. As the saying goes, 'It takes a village to raise a child'. We aim to actively participate within our local community to enhance children's learning and wellbeing.

Every day is important when it comes to nurturing a child's spirit and providing learning opportunities, and we can only live that day once. Let us make each learning rich day one to be remembered!



Educators

Treetops employs qualified early learning professionals.

- ♥ Assistant Educators have a Certificate Three Level Qualification
- ♥ Room Leaders and Senior Educators have a Diploma Level Certificate Qualification or Early Childhood Teaching Degree

Our educators are passionate about early years education. It is our role to nurture, facilitate and support children's learning through a play-based curriculum, where educators engage in intentional teaching and

extend on spontaneous experiences to ensure every child has the opportunity for optimal development.

Our educators believe that for children to excel to their full potential there is a need to provide continuity of care, so they feel safe and secure in their environments.

Therefore, Treetops aims to employ educators' long term so they can build an ongoing

relationship with each child and family. Children will then be able to develop the skills to foster long term relationships, which will assist them in their future interactions.

Professional development, ongoing training and reflection is an important part of all educator's professionalism and career growth at Treetops.

Learning Environments

We have four wonderful indoor learning classrooms

- ♥ Nursery Numbats 3 months – 16 months
- ♥ Baby Bilbies 16 months – 2 years
- ♥ Toddler Turtles 2 years – 3 years
- ♥ Kindy Koalas 3 years – 5 years

Our educators provide an open ended, emergent learning environment which encourages exploration, investigation, imagination, communication and promotes each child's sense of agency by encouraging children to make choices about their learning. This encourages and supports children to become competent and confident learners within our community. The learning environment allows children to engage with a variety of experiences both planned through intentional teaching and spontaneous experiences, this allows children to explore, learn and discover their surroundings through a play-based curriculum and uninterrupted free play. Educators recognise that both planned and spontaneous experiences, whether in play or routine, are valuable teaching moments and learning opportunities. Children are provided with an environment that fosters a range of developmental

areas with a focus on the importance of the natural environment.

Every experience that happens in a day can be used as a time to teach skills and development!

For children, play is learning. There is no better space for kids to learn than the outdoors, and there is no better play resource than nature. Our outdoor areas have been designed to immerse children in nature whilst they develop gross motor skills and to promote learning of sustainable practices. Nature play significantly improves all aspects of child development – physical, cognitive, social, and emotional. Playing outdoors grows resilience, self-confidence, initiative, creativity and more. It encourages the joy of movement; it nurtures wild imaginations, experimentation, friendships, social connections, and behaviour.



Educational Curriculum

Treetops educational curriculums are child focused. Educators reflect on ways that a child's interests, strengths, experiences, culture, family, community, and spirit can be explored to provide the children with endless learning opportunities. Educators act upon spontaneous experiences as well as providing intentional teaching experiences aimed at extending upon interests and developing skills. We aim to collaborate with families to gain information that can be extended upon through our curriculum so please feel free to share any special ideas, experiences, or traditions to be shared with the centre and children. If you or a family member has a special talent to share with your child's class, please let us know. This may be,

- ♥ Playing a musical instrument
- ♥ Sharing a job occupation
- ♥ Sharing a special talent
- ♥ Anything that could be used to teach the children about our community or an educational experience

The Early Years Learning Framework Australia and the Reggio Emilia approach informs the development of our philosophy and curriculum which aims to enhance each child's learning and development through play-based learning

The **Reggio Emilia approach** is an educational philosophy focused on preschool and primary education. It is a pedagogy described as student-centred and constructivist that uses self-directed, experiential learning in relationship-driven environments. The program is based on the principles of respect, responsibility, and community through exploration and discovery through a self-guided curriculum. Children form their own personality during early years of development and are endowed with "a hundred languages", through which they can





express their ideas. The aim of the Reggio approach is to teach how to use these symbolic languages (e.g., painting, sculpting, drama) in everyday life. It was developed after World War II by pedagogist Loris Malaguzzi and parents in the villages around Reggio Emilia, Italy, and derives its name from the city.

Treetops uses a software called Kindy Hub. Children's development and learning both individually and in groups is documented and sent to families via a secure app which can be installed on your mobile or via email. We aim to connect you with your child and their learning during their time with us. And we know you love to see photos of what your little ones up too during the day!

What Is The Early Years Learning Framework?

The Early Years Learning Framework is a guide educators use that governs our educational curriculum and the way in which we engage children to learn and develop skills. The framework has a vision for children's learning. This vision is upheld by our Educators who are passionate about implementing the framework at our service.

"Being, Belonging and Becoming", refers to how children are linked to family, community, culture, and place.

Being – to experience what is happening here and now, life in the present. For children, understanding that they are accepted for who they are and knowing that others care about them is important. Childhood is a time to play, try new things and have fun. When a child has a sense of being, they build and maintain relationships with others, take part in life's journey and face challenges in everyday life.

Belonging – children feel they belong because of the relationships they have with their family, community, culture, and place. When children have a sense of belonging, they are more confident, feel more secure, are more creative and more likely to explore the world of learning.

Becoming – to experience change through different events and circumstances in one's life. A child's sense of becoming refers to the changes they experience as they grow, learn, and develop.

Within early childhood, a child's sense of being changes overtime as they gain knowledge, extend their understandings, create relationships, and develop skills. Through these relationships a child's development and learning takes place as they begin to explore, develop interests, create their own identity, and make meaning to the world around them.

It is our goal to support your child to be an active participant in their own learning, to come to place where they feel a sense of belonging, and to support them in their learning journey!

The Early Years Learning Framework has five outcomes Educators use to govern and link to children's learning, these outcomes cover the areas of development we aim to support with children. The outcomes are

- Outcome 1- Children have a strong sense of identity
- Outcome 2- Children are connected with and contribute to their world
- Outcome 3- Children have a strong sense of wellbeing
- Outcome 4- Children are confident and involved learners
- Outcome 5- Children are effective communicators

Pre Kindy-Program

For children aged 3-5 years our Early Childhood Teachers aim to support children's transition to Primary School by providing them with a familiar environment and routine, this allows children to feel confident and comfortable in a school setting.

Treetops has formed a relationship with our local Connolly Primary School and is working collaboratively with them to support children's transition into School.

Some of the skills we aim to support and develop are

- Becoming comfortable with a school like routine
- Talking to children about school, and encouraging them to ask questions or voice their concerns
- Arranging visits to local primary schools to meet kindy teachers and tour the setting
- Inviting school students to visit the service to talk about what school is like
- Reading stories about starting school
- Including school props, such as uniforms, bags, lunch boxes, and chalk boards in dramatic play areas
- Support children to develop their self-help and social skills through every day routine activities such as mealtimes when children will





practice using lunch boxes and drink bottles
(In term 4)

- Providing literacy items such as reading and writing materials in everyday play activities
- Learning verbal skills to communicate effectively with peers
- Becoming self-reliant to select and complete activities
- Learning about the sustainability and environment
- Respect and care for room materials and environment
- Participate and engage in play with other children, showing the ability to share, co-operate, take turns, and develop social skills
- Separate confidently from parents and guardians
- Show feelings towards others and their belongings
- Participate in pack away routines
- Follow instructions and develop self-help skills
- Follow the room indoor/outdoor limits and often guide peers
- Becoming attentive during group times, listening, and participating in discussions
- Use of manners and being respectful during social situations
- Becoming independent in managing personal hygiene needs
- Having the confidence to express individuality through the arts for example: drama, music, art, and craft
- Exploring and showing respect for the natural environment
- Engaging with the wider community
- Developing gross motor skills and physical abilities

Behaviour Management

At Treetops we will ensure that the guidance of children's behaviour will reflect the philosophy of our centre, and that each child will be given positive guidance towards behaviour that is acceptable.



Educators role model positive behaviours and engage children in being empathetic towards other feelings and how their behaviour impacts others around them. Children are encouraged to develop social skills through small group play and experiences with the aim of developing pro social skills with peers.

Families and Communities

We believe that the child's family are the first and most important and influential teachers, and therefore building genuine partnerships with families and acknowledging their ideas ensures that learning experiences are meaningful and relevant to each individual child.

We will work in partnerships with families to encourage family involvement and engage in shared decision making. Families are included in the decision-making processes regarding the centre and the children, and open respectful communication is always maintained.

Parent Participation

Parents/Guardians are encouraged to participate in the operation of the centre in many ways. Please feel free to let us know if you have any special talents, occupation, or ideas for us to be shared with children for our educational curriculum. Feedback is gained to discuss issues relating to the centre and the Quality Improvement process. This feedback creates a strong family interest in how the service is run and any other suggestions that may help to improve the service.

Child Protection

Our service fundamentally believes that all children have the right to a life that is free from harm. Our service will provide an environment that fosters a child's growth and development as per the individual needs of each child. Educators at our service are aware of their obligations under the law regarding the welfare of children and at all times uphold their obligation. In addition to this, our service provides annual training to all educators (along with any volunteers, students etc) on child protection issues to ensure that, in the sad event a child has suffered abuse, the service can act quickly in the best interests of the child.

Family Law and Access

The safety of your child is of the utmost importance. Consequently, we will not permit your child to be collected from our centre by anybody under 18 years of



age or other than those including as authority to collect on your Enrolment Form. It is the responsibility of the child's Parent/ Guardian to determine who collects the child/ren. If you require someone else to collect your child, we must be notified. If the staff have not received such instructions, then we will not be able to release the child. Staff will ask for photo identification if they have not met or recognise a person who collects a child/ren. On occasions staff may not have met all authority to collect persons so please be patient with the staff if you are asked for photo ID and your details are checked against the enrolment details. This process is solely for the protection and wellbeing of your child.

Inclusion

Our service wants each child to develop to the best of their personal ability. Our philosophy and centre code of conduct highlights our commitment to equity and fairness for all children. Every child in our service is an individual and we aim to promote and encourage each child's abilities and development through an inclusive environment.

Priority of Access Guidelines

Treetops is required to operate according to Priority of Access Guidelines as described by the Government. This means that it may be necessary to alter or sacrifice your child's attendance on a particular day when a higher priority child needs to be offered a place.

First Priority	Children at risk of serious abuse or neglect
Second Priority	A child of a single parent who satisfies, or of parents who both satisfy the Work/Training/Study test under section 14 of the 'A New Tax System (Family Assistance) Act 1999'
Third Priority	Any other child

Within these main categories, priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families which include an individual whose adjusted taxable income does not

exceed the lower income threshold for 2021-22, or who or whose partner is on income support

- children in families from a non-English speaking background
- children in socially isolated families
- children of single parents.

A childcare service may require a Priority 3 child to vacate a place to make room for a child in a higher priority group. They can only do so if the parents are:

- notified when their child first entered care that the service follows this policy
- given at least 14 days' notice of the need for their child to vacate.

Payment of Fees

You can elect to pay your fees via direct debit or credit card. Please enrol via our website by clicking the 'ENROL NOW' tab to join our waitlist.

Our daily rate is \$125.00 per child per day. Our requirements are that a booking fee of \$50.00 is paid upon enrolment. Fees are charged weekly for the days attended in that current week. Fees are charged each Tuesday and you will receive a corresponding statement every Saturday prior to fees being charged.

Childcare Subsidy

Child Care Subsidy will generally be paid directly to your approved childcare provider/s to reduce the fees you pay. Child Care Subsidy Eligibility

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child (must be 13 or under and not attending secondary school)
- the child meeting immunisation requirements
- the individual, or their partner, meets the residency requirements.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved childcare provider, and not be part of a compulsory education program.

There are three factors that will determine a family's level of Child Care Subsidy. These are:

- Combined Family Income
- Activity Test – the activity level of both parents
- Service Type – type of childcare service

The Child Care Subsidy will be paid directly to providers to be passed on to families as a fee reduction. Families will make a co-contribution to their childcare fees and pay to the provider the difference between the fee charged and the subsidy amount.

The New Child Care Package will also provide targeted additional fee assistance for vulnerable families through the Child Care Safety Net.

Holidays

All public holidays and any days that you are absent from the centre for any reason are charged at a full rate.

Usually, you can get up to 42 allowable absence days per child each financial year. For the 2022-23 financial year, you can get 10 extra allowable absences bringing the total number of absence days to 52.

Families are eligible for our holiday discount rate for up to four weeks per financial year

Late Collection Policy

In the event you are running late to collect your child at the centre closing time of 6.00pm please notify the centre as soon as possible.

If we cannot contact the Parent/ Guardian at the 6.05pm staff will wait until 6.15pm then the emergency contacts will be called to collect the child. If in the event that we cannot reach any emergency contacts the Nominated Supervisor and closing staff will stay with the child until 7.00pm. The Director will be notified of the situation. If no contact has been made to any Parent/ Guardian or any emergency contacts the Nominated Supervisor will call local Police and or Crisis Care.

Immunisation

All children's Immunisation details must be provided to the service before commencing care by supplying a copy of the child's Immunisation History Statement or catch up schedule. All children should have completed Immunisation records unless otherwise advised by medical opinion.

Children that are not immunised are not eligible for the Childcare Subsidy or Family Tax Benefit (FTB) Part A.

Early Childhood Services must provide a report to the Department of Health stating the immunisation status of children enrolled, when requested to do so by the Chief

Health Officer (CHO). See Reporting under-vaccinated children and [Guidelines Strengthening immunisation reporting requirements](#).

Please refer to the Childhood Immunisation Schedule Checklist attached.

Child Sickness and Medical Conditions

Please ensure that for the protection of other children, families, and staff that you do not bring your child in unwell to the centre. This includes any contagious illness such as Chicken pox, Measles etc... Severe colds and thick yellow/green runny noses, diarrhoea, vomiting, conjunctivitis, head lice or fever.

Children must be kept at home if they are unwell until their condition is such that it acceptable for them to return to the centre and not put other children at risk.

Outbreaks of infectious diseases will be communicated to parents via email/kindy hub and the illness and infection log, available to parents at any time in the office.

If your child presents symptoms of being unwell staff will make them comfortable and notify the Parent/Guardian to come and collect their child as soon as possible. Staff will fill out an Illness Record documenting what has occurred during care. A medical certificate will need to be provided upon return to the centre.

If urgent medical attention is required, staff will assess the situation and act; accordingly, Parent/ Guardian will be notified.

Please notify the centre director if your child has a medical condition, allergy, or asthma. We will provide you with our medical conditions policy and you are required to complete a medical management plan with your general practitioner. All staff are made aware of the procedures to follow in the event of an incident.

Please see the Recommended Minimum Exclusion Periods Table attached.

Administration of Medication

If your child requires medication to be administered at the centre, you must fill out an administration of medication form upon arrival. The medication

- ❖ Must be in the original container





- ❖ Must have a prescription with the child’s name
- ❖ Must be within the expiry date
- ❖ Must be stored correctly away from children
***DO NOT LEAVE ANY MEDICATION IN YOUR CHILDS BAG**

In the event your child is unwell including loss of appetite, lethargy, emotional, disrupted sleep patterns, teething or fever. We will notify you via phone to discuss your child’s symptoms and possible collection from the centre.

Normal temperature is 37 degrees, if your child presents a fever over 37.5 degrees you will be called by educators to discuss your child’s symptoms. It is a concern if your child’s temperature is 38 degrees or higher.

If your child is teething or has a fever, we can administer Panadol or Nurofen with your authorisation over the phone or via email/kindy hub. We will then request for you to sign the administration of medication form upon collection of your child.

Covid 19

Treetops School of Early Learning ensures policies and procedures are in place to reduce cross contamination and potential illness. Further to this we have a Covid 19 Risk Minimisation Policy in place to ensure the health and safety of all who attend our service including

- Procedures in place to maintain a healthy and hygienic environment
- Further to our regular cleaning schedules, additional environmental cleaning of high touch surfaces
- Social distancing measures within the service when possible including staff, families, reception and waiting areas
- Hand sanitiser available for families, children, and staff to sanitise their hands upon arrival and departure
- All staff are trained in Covid 19 infection control

Families and staff are required to report if they have had the following symptoms before attending the service:

- Fever
- Cough
- Shortness of breath
- Sore Throat

If any of the above-mentioned symptoms are present you will be required to get a medical clearance before returning to the service.

Health and Hygiene

Treetops maintains health and hygiene in accordance with ‘The Staying Healthy in Childcare’ ‘Get up and Grow, Healthy Eating and Physical Activity for Early Childhood’ and ‘Infectious Diseases Guidelines’. The centre is cleaned throughout the day in order to maintain a healthy and hygienic environment. Policies and procedures have been created and are strictly followed throughout the daily routine and children are encouraged to take responsibility for their own health and hygiene with the support of educators through discussion, curriculum, and routines. This includes focusing on handwashing, healthy bodies, nutrition, dental care, and cleanliness. There is a hand sanitiser station at the sign in and out desk located at the front of the service. Children, families, and educators are encouraged to sanitise their hands upon arrival and departure to ensure the health and safety of everyone who attends the centre and the wider community.

Health and Nutrition

Our menus have been developed in accordance with ‘Get up and Grow, Healthy Eating and Physical Activity for Early Childhood’ and Feed Australia. Our weekly menu is displayed in the centre foyer.

We have an experienced Nutrition Co-Ordinator who is passionate about creating tasty, healthy meals for children to enjoy.

Mealtimes are relaxed and used as a time for educators to sit with children and engage in healthy eating habits.

We provide four meals a day morning tea, lunch, afternoon tea and a late snack.

Please let us know if your child has an allergy or special eating requirement which we are happy to cater for.

All meals provided reflect seasonal local produce and are prepared daily from ingredients selected for their absolute freshness and quality. By focusing on this we avoid the use of colouring, artificial flavours, salt, sugar, and additives.

We celebrate and value diversity with exciting menus which reflect and accommodate each individual child’s dietary requirements.

We respect the values of each individual family and cater to any special eating requirements.





Safe Sleeping

Our Safe Sleep and Rest Policy has been created using Red Nose (formerly Sid's and Kids) current research and guidelines. Please note,

- Children are encouraged to rest as per each families instructions regarding routine and may access rest at anytime during the day.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a baby to rest on their back. Sleeping bags should not have a hood
- Dummies are permitted. Dummy chains are not permitted

Free Weekly Incursions

All ages Happy Feet Fitness and Dance
Mondays at 10.15am

Kindy Soccer Class

Fridays at 10.00am

Transitions

When your child is developmentally ready to move up to the next age group, we start transition visits; all parents will be consulted and advised in writing with a transition authorisation letter. After returning the form your child can begin visits into the next room often for a short play which is then increased to a mealtime, then a sleep. When the child is comfortable in their new environment they may stay up for a whole day. Educators will keep parents up to date on their child's progress. We endeavour to make this a smooth transition for your child and move up a group of children at the same time. Children often transition faster with a familiar friend to share the experience.

Sun Protection Policy

As a SunSmart Service it is our objective to protect children from the harmful rays of the sun. Please ensure your child attends the centre with sunscreen applied, sun smart clothing, t-shirt that covers the shoulders in addition to longer shorts and skirts. Each child needs a legionnaire, bucket, or broad rimmed style hat to protect the face, neck and ears when playing outside. Educators will apply sunscreen to the children 20 minutes before playing outside, this will be applied every two hours when outside. It is the centres policy to check the UV rating in the morning to ensure the

children are not taken outside when the UV rating is high, and the centre provides adequate shade for outside areas to ensure maximum protection from the sun when outside.

Emergency Evacuation and Lock Down Procedure

Treetops has a policy for fire and emergency evacuation displayed in each room. Evacuation procedures are practiced regularly by staff and children to ensure that in the event of a real emergency staff and children can be prepared and evacuated easily. If you are at the service in the event of an evacuation, please follow staff and children to the muster points designated. Please keep calm and exit the building via the nearest exit. Educators and management will guide you to ensure you exit the building quickly and safely.

Treetops practices an emergency evacuation or lockdown procedure every three months. If you arrive at the service and an evacuation or lockdown mock procedure is in progress, we will have a sign explaining this on the front door. Families will be made aware of evacuation dates via Kindy hub/Email.

In the event of an emergency evacuation the alarm will sound. Educators will group children for evacuation, get the evacuation bag and exit via the front door or outside gate. All children are accounted for and checked off on the roll.

In the event of a lockdown the alarm will sound. All children will be taken into the centre, checked off roll to ensure all children are accounted for, doors locked, blinds put down and remain calm until the lockdown is over.



Daily Routine

7.00am-8.30am

Centre opens. Children combined for free play experiences and apply sunscreen

8.30am-9.00am

Wash hands and morning tea (cereal and fresh fruit platter) as well as free play experiences

8.45am-8.55am

Group mat time morning welcome and transition to rooms

9.00am-10.45am

Intentional teaching experiences as well as free play experiences both indoors and outdoors

10.45am-11.00am

Group mat time, wash hands and transition to lunchtime

11.00am-11.30am

Lunchtime catering to any allergy, dietary or cultural/religious requirements (healthy dinner style lunch)

11.30am-1.30pm

Rest time. Children are offered the option to sleep or engage in quiet experiences

1.30pm-2.00pm

Quiet experiences as children transition from rest time. Sunscreen is reapplied. Group mat time, wash hands transition to afternoon tea

2.00pm-2.30pm

Afternoon tea (savory option with fresh fruit platter)

2.30pm-4.30pm

If weather permits free play outside and spontaneous/intentional teaching experiences

4.30pm-5.00pm

Wash hands and late snack as well as free play experiences

5.00pm-6.00pm

Children transition inside, free play experiences until home time

*Nursery/ Babies aged 0-2 years sleep at any time required

*Rest areas are set up both indoors and outdoors for children to seek rest as required

*Nappy changes occur every two hours or as required

Daily routines are flexible and sometimes spontaneous; they often change according to the children's interests, needs or weather conditions. Staff communicate daily information verbally at drop off and pick up times and through the Kindy hub app. Please feel free to ring/email us at any time to discuss how your child's day is going. Nursery/Babies children sleep as per the family requests and at varied times. Toddler and Kindy children are offered a rest period from 11.30am-2.00pm. Children have the option to sleep or rest. Children who choose to rest are encouraged to engage in quiet experiences and or outside play if weather permits. A variety of experiences are on offer throughout the day and we appreciate parent feedback, collaboration, and ideas for our educational curriculum.



What to Bring Checklist

Please ensure all your child's items are clearly labelled

- A bag labelled with child's name (**Ensure your child's belongings are labelled to prevent loss of items**)
- Milk bottle or Sippy cup-if required (provide enough bottles for each feed, we **DO NOT** sterilise bottles on site if required (**We provide cow's milk**))
- 5 nappies per day
- Labelled water bottle (to be taken home at the end of each day)

Please ensure your child has weather appropriate clothing e.g.: SunSmart clothing when it's warm. A warm jacket and shoes when it's cold.
- 2 sets of change of clothes (**more if toilet training**)
- Comforters, blanket or sleeping bag (**No hoods on sleeping bags permitted**)
- Sun smart bucket hat (**We provide sunscreen unless you prefer to use your own**)
- Please provide a family photo for your child's family room displays 😊

We look forward to having you as part of the Treetops Family!



Treetops School
of Early Learning

Enrolment Checklist

You can enrol your child immediately by visiting our website.

Google, Treetops School of Early Learning and click the ENROL NOW tab to join our waitlist.

We will contact you to secure a placement and book your two free orientation sessions.

Please ensure you attach a copy of your child's birth certificate and immunisation history statement found on MyGov to your online enrolment form.

Enrolment form

- Complete online enrolment through our website
- Attach copy of child's Birth Certificate
- Attach copy of child's Immunisation Record Statement from MyGov
- Set up childcare subsidy if applicable through MyGov/Centrelink

