



# Bland Preschool

## Family Handbook



# Welcome

Bland Shire Children Services Unit would like to welcome you and your family to  
**Bland Preschool.**

Our community based not for profit Preschool has been educating and caring for children in the Bland Shire for over 50 years. We have well established relationships within our community and experienced Educators provide quality education and care.

Preschool class times are 8:30am to 4:00pm Monday to Thursday during NSW School terms.

This handbook provides you with information about Bland Preschool, what we provide and important information you need to ensure that you and your child get the most from our service.

We look forward to getting to know you and your child.

## How to contact us

Visit us in person at  
130 Pine Street  
West Wyalong NSW 2671

Phone us on  
02 6972 2795

Email us at [csuadmin@blandshire.nsw.gov.au](mailto:csuadmin@blandshire.nsw.gov.au)

Stay in touch via our Facebook page  
Bland Shire Children's Services Unit

Children Services Unit hours  
8.30am – 5.00pm Monday to Friday

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# Bland Preschool

## Preschool is a happy and exciting time!

When you choose Bland Preschool, you are selecting a Preschool that:

- Is a not for profit service, providing a safe, educational environment for children aged 4-5 years.
- Focuses on supporting your child's school readiness development.
- Has an established and well resourced facility which includes large outdoor play spaces and an extensive range of equipment to aid your child's development.
- Welcomes and encourages parent participation and ideas.
- Employs qualified and experienced Early Childhood Teachers (ECT).
- Encourages ongoing Educator professional development to keep pace with new developments in your child's education.

Licensed by  
Department of Education and Communities  
<https://education.nsw.gov.au/early-childhood-education>

Licensed under  
The Education and Care Services National Regulations  
Education and Care Services National Law

Approved Provider  
Bland Shire Council

Provider Number  
PR-00003502

Service Number  
SE-0006661

Guided by  
Australian Early Childhood Code of Ethics  
The Early Years Learning Framework  
National Quality Standards

# Our Philosophy

Our Preschool is a Council run service; we cater for children aged four to five years in West Wyalong and surrounding villages of the Bland Shire.

## **Program and Practice:**

- We believe children learn through collaboration and communication with others; whilst providing them opportunities to practice and consolidate their skills in all learning.
- We aspire to implement a child centred, educational and play based program based upon the Learning Outcomes, Principles and Practices outlined in the Early Years Learning Framework of Australia – Belonging, Being and Becoming and Standards from the National Quality Framework.
- We aim to celebrate diversity within our service and play a role in fostering and developing an understanding of inclusion.
- We strive to implement a flexible program including experiences and routines that are responsive and contribute to each child's current knowledge, idea, culture, abilities and interest. This is drawn from a variety of methods including but not limited to learning stories and reflections.
- We embrace magical moments throughout the day, allowing children and educators to embrace spontaneous learning.
- We endeavour to include sustainable practices in our daily programs and daily routines whilst encouraging and educating children in sustainable practices.

## **Educators and Staff:**

- We employ qualified and experienced staff, which are committed to working for the best interest of children and families whilst providing staff with ongoing professional development.
- We believe in nurturing an environment of teamwork, where all staff are valued and their contribution is acknowledged. Providing secure, respectful and reciprocal relationships.

## **Children:**

- We endeavour to value the individual needs of all children within the context of their family, cultural group and their community.
- We believe children have a right to play and be active participants in their own learning, whilst contributing to the program by following their interests; therefore enhancing their learning disposition and enabling them to develop relationships.
- We encourage children to develop confidence and positive self esteem through creating a sense of belonging in which each child is acknowledged as a unique and special individual.

- We believe that in order for children to actively engage in the program they need to feel like they belong.

### **Physical Environment:**

- We believe in using both the indoor and outdoor environments to encourage children to play, observe, engage their senses, explore, investigate, imagine, make choices and problem solve.
- We encourage children to play and learn through collaboration and communication with other children and adults and through interacting with the environment.
- We provide a rich and nurturing environment that has the potential to stimulate imagination, promote creativity and enhance aesthetic development. Families and

### **Community:**

- We aim to have trust, respect, collaboration and open communication between families and staff. We believe this forms the basis for strong partnerships.
- We encourage families to engage in meaningful participation within the program, forming a caring community between families, children and educators is integral to a high quality program.
- We promote open and constructive communication with families. This includes formal and informal discussions, kindyHub, social media, classroom displays and newsletters.
- We strive to be a centre of excellence for early childhood education within our community.
- We are advocates for our profession; therefore it is important to share our knowledge and experience within the local community through hosting students, volunteers and information sessions.
- We believe in the use of local community expertise to enrich the children's learning and awareness of the local community for the education and development of all children.
- We are aware the needs of children, families, staff and the community are constantly changing. Ongoing evaluation is essential to create a service that is responsive to those needs.
- We work in collaboration with the community. Believing in the importance of promoting a sense of community, allowing children to connect with and contribute to their world.



## National Quality Framework

Our service operates under the National Quality Framework. The NQF includes:

- National Law and National Regulations
- National Quality Standard
- Assessment and quality rating process
- National learning frameworks (Early Years Learning Framework and My Time, Our Place)

The **National Law** sets a national standard for children's education and care across Australia.

The **National Regulations** support the National Law by providing detail on a range of operational requirements for an education and care services.

Both the Regulations and the Law can be accessed via our website - <https://www.blandshire.nsw.gov.au/> or via the ACECQA website - <https://www.acecqa.gov.au/>

The **National Quality Standard** sets a high national benchmark for early childhood education and care and outside school hours care services. We are assessed and rated by the Regulatory Authority against the NQS and given a rating for each of the seven quality areas and an overall rating based on these results. Our current rating is 'Meeting the National Quality Standards'.



# The NSW Department of Education Education and Care Quality Ratings

## Bland Preschool

meets the National Quality Standard, providing quality education and care in all seven quality areas.



The National Quality Standard is made up of seven quality areas

1 Educational program and practice			
2 Children's health and safety			
3 Physical environment			
4 Staffing arrangements			
5 Relationships with children			
6 Collaborative partnerships with families and communities			
7 Governance and Leadership			
	Significant Improvement Required	Working Towards National Quality Standard	Meeting National Quality Standard

This service was last assessed in December 2018 against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*.

Date of issue: 25 August 2020

ASR-00024469

SE-00006661



[education.nsw.gov.au/early-childhood-quality](http://education.nsw.gov.au/early-childhood-quality)





# Learning in a Play Based Program

Early Childhood Teachers and Educators provide quality educational programs aimed to extend and enrich children's learning, provide opportunities for children to develop a foundation for learning and for children to become successful learners, all of which occurs during play.

Programs are designed with both individual children's development and group experiences in mind and acknowledge a child's capacity to initiate learning and to ensure positive learning outcomes.

The Early Years Learning Framework guides our program. Supporting the EYLF framework is the view that children's lives are characterised by belonging, being and becoming.

**Belonging:** knowing where and with whom you belong. It recognises children's connections with others and the role of those relationships in defining their identity.

**Being:** the here and now. Childhood is a time when we make meaning of our world. Through play we seek answers, create new experiences and have fun.

**Becoming:** children learn and grow through their experiences. These experiences shape children's identities and the adult they become.

More information on The Early Years Learning Framework is available from [www.acecqa.gov.au](http://www.acecqa.gov.au)

# Preschool Program

Bland Preschool programs cater for children the year before formal schooling, operating Monday to Thursday, in line with school terms. Children are able to attend two (2) consecutive days, in either the Monday/Tuesday Class or Wednesday/Thursday Class. Parental preference of days are highly considered when being set by the Senior Early Childhood Teacher, being a community based Preschool, we strive to work with families to best meet all family's needs.

Our programs are offered from 8.30am to 4pm, with the core learning content being taught from 9am to 3pm, imitating the school environment and aligning with bus schedules.

Educators believe that consecutive attendance day's best meet the development and learning needs of the children, as they are able to follow interests and extend intentional teaching from one day to the next. Consistency of days, times and children, allows the children to feel safe, secure and supported in the Preschool environment, which is a major part of our early childhood curriculum. Consistency is of upmost importance to Bland Preschool which is why we also aim to roster consistent staffing. Each class aims to have a permanent Early Childhood Teacher (ECT) and educator/s to ensure consistent teaching, familiarity and effective communication.

We currently employ highly qualified Educators, including three (3) Bachelor trained Teachers and three (3) Educators who are working towards their bachelor degree. Staff are passionate about the development and learning of every child, hence participating in a variety of professional development areas, including but not limited to; Speech and Language, Behaviour Guidance, Autism, Movement and Learning, Koori Curriculum, Key Word Sign, Wellness and Wellbeing, Fundamental Movement Skills, Teaching Strategies and the Curriculum.

Bland Preschool has also established and built inter-professional relationships with Early Intervention Services, inviting them into the service to work with children, ensuring a holistic approach to child development. We support a family-centered approach to developing trusting partnerships with families.

**We understand how to integrate fun into the learning process in a way that fosters development at age appropriate levels whilst encompassing school readiness. Our Preschool is well resourced and equipped, meeting the developmental needs of the children in our care.**

# How do we prepare your child for Kindergarten?

*Preschoolers learn pre-skills that lay the groundwork for the future. Our programs:*

- Teach children appropriate forms of play (turn taking, conflict resolution, patience etc).
- Focus on school readiness skills which help children understand the routines of school, how to work in groups and be a part of a classroom.
- Encourage classroom etiquette (raising hand, crossing legs, listening and following instructions in a group setting).
- Develop age appropriate fundamental movement skills (ability to cross the midline for reading/writing readiness, strengthen core muscles to maintain sitting posture and fine motor skills for scissor skills and pencil grip).
- Teach children how to regulate their emotions.
- Embed self-help skills (independently open/close lunchbox, dress/undress, and toileting).
- Build children's self-esteem and ability to respect and get along with others.
- Encourage children to try new things and working at new tasks.
- Develop children's thinking and cognitive skills to encourage them to think more complexly, make decisions and solve problems.
- Foster children to be responsible for their own belongings and their own learning.
- Encompass the cognitive development of all children, including but not limited to; language and literacy, numeracy, science, technology and pre-writing.

**The first five years of life are the foundation for all later growth, development and learning.**

### Preschool Uniform

The CSU Parent Committee has available for sale a variety of clothing. This is a fundraising effort of the Committee. Pricing for 2021 is

Polo shirt - \$25

Hat - \$18

Jumper - \$30

Hoodie - \$36

Bundle with Jumper (Shirt, Jumper, Hat) - \$65

Bundle with Hoodie (Shirt, Hoodie, Hat) - \$70

Please bring correct money as we do not keep cash on the premises.

### Our Daily Routine

During the day, your child will have opportunities to participate in a variety of experiences, listen to stories, art/craft, and participate in music, independent and group play, inside and outside play and play with friends. These times are flexible and consider the children's interests and weather each day. Individual class daily routines are on display on the parent notice boards.

### Excursions

Children often participate in excursions to explore different environments, the community, follow interests and learn new skills. All excursions are carried out following the Excursion Policy, with a risk assessment and permission note completed prior to the excursion.

From time to time, a class may also participate in a routine excursion. This is an excursion that takes place within 500 metres of the service and may consist of a short walk or activity close by, such as a nature walk or park visit. Routine excursions are assessed annually and parents approve these on enrolment. An ongoing risk assessment will also be conducted for the excursion.

### Munch & Move

Bland Preschool is guided by the NSW Health Initiative Program 'Munch & Move'. This program aims to promote and encourage children's healthy eating and physical activity and reduce small screen recreation.

### Bus Travel

Children may travel by school bus service to Bland Preschool. Bus travel is an agreement between parents and bus operators/drivers. Please make all arrangements with your respective bus driver. The bus application form is available on request and must be filled out and approved by the Children Services Unit Coordinator before your child can use this transport. Please note it is your responsibility to keep Educators and drivers aware of any changes to bus arrival or departure of your child. Children who go home on the bus at 3pm will be charged for a full day session.

## Part Two – Partnerships

### Open Classroom

An open classroom is held at the beginning of Term 4 for children attending in the following year. Dates are advised closer to the time. During this session, your child will be invited to explore and enjoy the Preschool environment, meet Educators and other children. Educators are available to meet with parents and answer questions. If there is any particular information or special needs that Teachers should be aware about for your child, Teachers will make a time to discuss these individual needs confidentially at a later date.

### Parent Information Session

A Parent Information Session is held in Week two of Term one. Information may include but not be limited to:

- Introduction of teaching staff
- Preschool Information Booklet
- Program/Curriculum
- Settling in
- Suitable food options
- Sun safety
- Bus travel
- Communication between families and staff
- Behaviour management
- Parent Committee
- Fees and payment.

When conducting the open classroom and parent information session, the Children Services Coordinator will consider the language and cultural needs of each family. If required, a translator may be provided along with an alternative time and venue for the enrolment visit.

### Daily Communication

In addition to face to face communication, our Day Book provides a photographic and written picture of what your child's class has done throughout the day. This report is sent to families via Kindyhub.

### Kindyhub

Bland Preschool utilises the Kindyhub app to assist in communicating with families, sharing children's learning and sharing information and events. You will be provided with an email invitation to join the Kindyhub app to the email provided on your enrolment form at the commencement of your child's enrolment.



### Supporting children with additional learning needs

Enrolment is a good opportunity to discuss the individual needs of your child, what strategies are successfully used at home, and what supports may be needed to put in place whilst at the service. Children with additional learning needs are encouraged to fully participate in the program, and a variety of supports can be offered to help achieve this. Where eligible, government funding for the service may be available to provide additional supports for the children's learning environment. In order for us to provide appropriate education and care we may also request for current and relevant information and reports about your child and any assessments completed by specialised professionals.

### Keeping in Touch

The notice board near the sign-in table changes each week and aims to keep you up to date with special events, reminders, etc.

Each child has an individual box where information such as artwork, excursion notes and information flyers will be placed.

The Service also uses the '*Bland Shire Council Children Services Unit*' Facebook page, '*Bland Pre-School Parent Committee*' Facebook page, emails, Kindyhub and the Bland Shire Council website to provide information.

We ask that you please refrain from Facebook messaging Educators' personal pages or sending text messages to Educators' mobile phones. Our Educators are always available to greet children and parents in the morning, however, please keep in mind that during this period, time is limited and needs to be shared. If you would like to speak to your Educator or our Coordinator in depth, please arrange a time so that these discussions are not rushed and have full attention of staff.

The Children Services Unit also has an SMS service which is used to SMS families with any classroom reminders, share information and/or upcoming events to be aware of.

### Feedback

Bland Shire Children Services Unit values feedback from families in order to improve our service delivery and to ensure that we continue to meet your needs. Feedback may be taken in the form of compliments, suggestions, enquiries, concerns or complaints.

In the event of a complaint being made, families are asked to raise the complaint directly with the Educator or to the Children Services Unit Coordinator, in an attempt to resolve the matter as soon as practicable and Our Complaints Policy will be followed in all instances.

### Family Involvement

Families can be involved in the service in many ways.

When visiting, families are welcome to join in activities such as art/craft activities with children, reading a story, playing a musical instrument, or just to come along and join

in activities with children. It is also a great opportunity to see your child “at work”, meet their friends and get to know the Educators.

Joining in on our program is important because

- It will help you understand more about what our program includes and our practices.
- It will help you get to know us and the other children, and help us to get to know you.

Your child's classroom Teacher will schedule times for family involvement within the classroom. Please be sure to sign in/out of the classroom when visiting/volunteering.

### Parent Committee

The Parent Committee is a group whose focus is on providing child centred experiences, family and community involvement for children and parents. It is a fun way to become involved in the service and a fabulous way to meet new parents. If you would be interested in being part of the committee, please contact the office. The committee meets at the Children Services Unit once a term and is open to all families.

What the Parent Committee do:

- Organise and run termly family fun events (e.g. Fun Run, Movie Nights, Discos, Fete).
- Uniforms
- School photos
- End of year DVDs
- Annual fundraiser (e.g. recipe book, tea towels, calendars, picture plates)
- Purchase of resources (e.g Smartboards, iPods, fridges, chook yard, toys and equipment)

## Part Three – Fees and Attendance

### Fees

Fees are set annually by Bland Shire Council as part of the Council's Revenue Policy.

Families are asked to note the following:-

- Fees are charged per day on a weekly basis. They are charged individually for each child, but families are billed with one statement.
- Subsidies are available for low income earners and children from an Aboriginal or Torres Strait Islander background.
- If your circumstances change you can apply for a subsidy at the beginning of each term. Please let us know if your circumstances change and you are now NOT entitled to a subsidy.
- The fee is still charged if your child does not attend because of illness or family holidays etc.
- Bland Preschool does not operate on Public Holidays or during school holidays and you will not be charged for these days.
- Invoices are distributed the first week of each term and payment is required by week 4. Any discrepancies will be settled at the end of each term.
- Fees can be paid at the Children Services Unit or Bland Shire Council by Eftpos, cash or cheque (*payable to Bland Shire Council*).
- Two (2) weeks' notice of withdrawal from the service is required.

There is a Fee Policy to be followed if accounts are not paid. If you are experiencing difficulties please see the Children Services Coordinator and a payment plan can be established.

Half days may be organised at the discretion of the Senior Early Childhood Teacher and/or CSU Coordinator.

If you have any questions, please do not hesitate to call the Administration Officer on 02 6972 2795.

### Priority guidelines

Start Strong Guidelines for Community Preschools require Bland Preschool to give equal priority of access to:

- children who are at least 4 years old on or before the 31 July in that preschool year and not enrolled or registered at a school
- children with English language needs
- children with disability and additional needs
- children who are at risk of significant harm (from a child protection perspective)

Priority must be given to the groups outlined above before any other groups. There is no order of priority assigned to the list of points above.

## Immunisation

To attend Bland Preschool, children must be fully immunised, or on an approved vaccination catch up program, or have a medical reason not to be vaccinated. The **National Immunisation Program** (NIP) Schedule is a series of immunisations given at specific times from birth through to adulthood. The current schedule can be viewed at the Australian Government Department of Health website -

<https://www.health.gov.au/health-topics/immunisation/immunisation-throughout-life/national-immunisation-program-schedule>

Children who are fully immunised are required to provide an Immunisation History Statement prior to commencing care. This can be obtained by accessing MyGov and Medicare.

If your child is not fully immunised, you are required to provide either a fully completed and signed Immunisation History Form (if on a catch up program) or Immunisation Medical Exemption Form. It is important that if your child is not immunised that you discuss this with the Children Services Unit as this is an important consideration in offering a place, for the safety of your child and others in the care environment.

If an outbreak occurs, unimmunised children will be excluded from care for the required period of time.

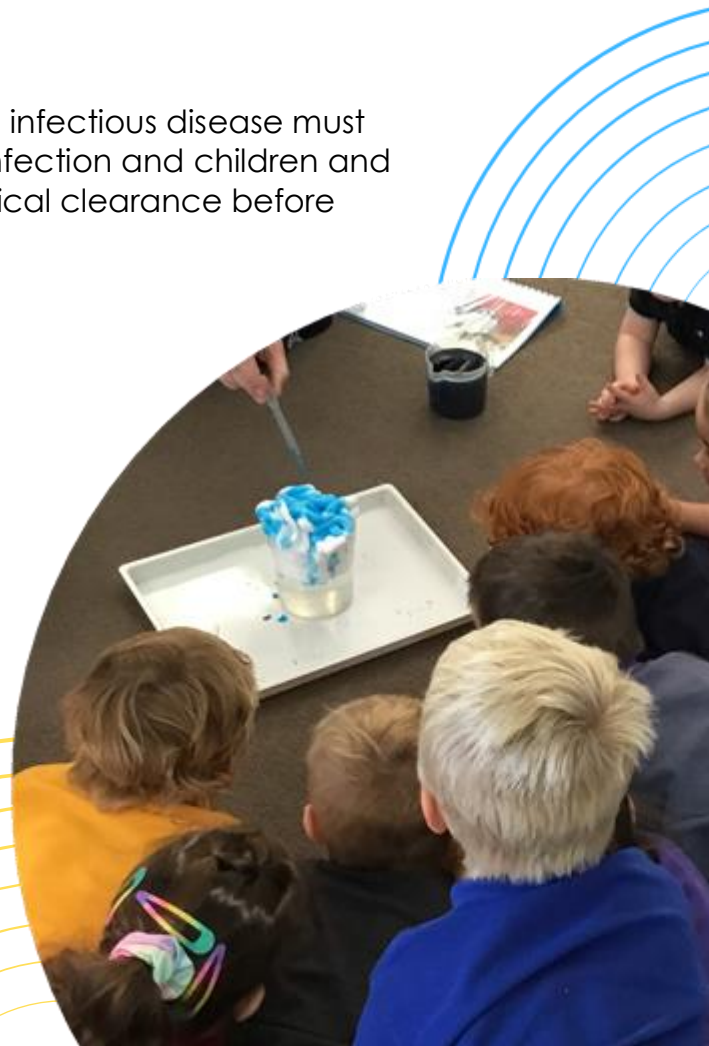
Further information can be found at

[https://www.health.nsw.gov.au/immunisation/Pages/childcare\\_qa.aspx](https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx)

## When children become ill

In an attempt to limit illness, children who have an infectious disease must not attend Preschool. This helps to prevent cross infection and children and staff becoming ill. The service may request a medical clearance before your child can recommence Preschool.

If your child becomes sick, you or your elected Authorised Nominee as listed on the enrolment form will be asked to come and collect your child. Your child will be made comfortable in an appropriate place and supervised by an Educator until they can be collected. An Incident, Injury, Trauma and Illness Record will be completed by an Educator and must be signed by the parent or Authorised Nominee.





## Part Four – Commencing with Bland Preschool

### How to enrol

- Enrolments are available from the beginning of Term 4 for the following year.
- To enroll in the current year, please contact the Children Services Unit on 6972 2795 to discuss vacancies and your family needs.
- If a vacancy exists, complete the Enrolment Form, other required documents and provide an Immunisation History Statement.

Please note, although all application requests and preferences will be noted, the session you request may not be available.

The Senior Early Childhood Teacher and Children Services Coordinator will have the final decision on classroom placement. Any late enrolment applications will be placed on the waiting list.

### Confidentiality and freedom of information

Bland Preschool collects, stores and uses personal information for the purposes of administering the service. In order to provide the highest standard of service, our organisation is required to collect personal information about children and families before and during the course of a child's enrolment in our service. We are committed to privacy and as a government service, Bland Preschool is obligated under the Freedom of Information Act to allow clients access to their personal records, upon request. The information is confidential and will not be disclosed to third parties without prior consent, except in specified law enforcement or public health and public safety circumstances. Conversations between Educators and families should be conducted in an environment that respects privacy when sensitive situations arise or upon request.

### Orientation visits

Your Teacher will discuss the importance of orientation visits for your child before they commence Preschool with us. We encourage you and your child to visit the service at an agreed time before commencing enrolment. Educators will offer comfort and reassurance to each child in a way that is suited to the child during separation from their family.



## Signing in and out

It is a legal requirement that all children are signed in when arriving, and signed out again when they leave Preschool at the end of the day. An attendance sheet is located on the table in your child's classroom with names in alphabetical order. Please write the time of arrival and sign-in. When leaving, write the time of departure and sign out.

If someone new will be dropping off or picking up your child, please make sure they are aware of the sign in/out procedure. Only Authorised Nominees on your enrolment form will be allowed to sign your child out of the service. Please let them know we will ask for their photo ID at the time they arrive to collect your child if unknown to the Educator, and will verify their information with what is recorded on your child's enrolment form. If an Authorised Nominee other than yourself will be attending the service to collect your child at the end of the day, you must advise your Educator as soon as possible. If the Educator has not been informed, and one of your Authorised Nominees arrives to collect your child, we will contact you to confirm the arrangement.

Under no circumstances will children be released to:

- any person who does not have photo ID and is unknown to the Educator
- a person who is not listed as an Authorised Nominee on the enrolment form
- a parent/guardian who is not permitted access according to their child's court orders or a parent/guardian whereby the court order limits the parent/ guardian's access to the child and the attempted access is not permitted within these orders
- anyone aged under 16 years who is not the parent of the child



### What to bring

Please label all belongings and pack:

- A change of clothes, including underwear, shoes and jumper.
- A broad brimmed hat to provide adequate sun protection (required all year round).
- A healthy morning tea, lunch and afternoon tea.
- A water bottle for water only. Please note water is the preferred drink at Preschool.

Please do not pack nuts (e.g. peanut butter, Nutella), soft drink or lollies.

### Settling In

Commencing Preschool can be an anxious time for both parent and child.

Please feel very welcome to phone anytime if you would like an update of your child's day. Please be reassured that if your child is distressed, we will phone you.

We recommend that you read the attached articles regarding separation anxiety and preparing your child for Preschool.

### First aid treatment

In the event your child experiences an injury, an Educator will apply first aid in accordance with their training. The Educator will document any first aid treatment, which is to be signed by you or an Authorised Nominee when collecting your child.

For any injuries sustained to a child's head, you will be contacted as a courtesy. Your child will be monitored closely for any changes in their behaviour.

The Educator or staff may seek urgent medical, dental or hospital treatment or an ambulance for your child if deemed necessary. This is at the cost of the family and not the Preschool.

### Infectious diseases

Educators will inform you as soon as practicable if they become aware of any outbreak of a specific infectious disease which has affected or is likely to affect children at Preschool.

We ask families to:

- Inform Preschool if your child has been unwell at home in the past 24 hours, particularly in relation to temperatures, vomiting and diarrhoea.
- Assist Preschool in reducing the spread of infection by keeping children at home if they appear unwell.
- Present a Doctor's Certificate to Preschool if the child is sent home, or recovering from an infectious illness.
- Ensure an Educator is advised if your child has taken any medication in the past 24 hours.

In the case of Covid-19 (Coronavirus) for any person in your family, please do not come to Preschool but speak immediately to us for up to date procedures.

## EXCLUSION GUIDELINES

### RECOMMENDED MINIMUM EXCLUSION PERIODS FOR INFECTIOUS CONDITIONS FOR CHILD CARE SERVICES AS OUTLINED IN 'STAYING HEALTHY 5<sup>TH</sup> EDITION'

*Children, educators and staff who are unwell should stay home from child care services. Even if they do not have a condition that requires exclusion, the best place for an ill child to rest and recover is with someone who cares for them. 'Staying Healthy - Preventing infectious diseases in early childhood education and care services - 5<sup>th</sup> edition, pg 15'.*

The recommended exclusion periods are based on how long a person with a specific disease is likely to be infectious. These are the minimum exclusion periods—people may need to stay home for longer until they are well enough to return to the service.

Condition	Exclusion of Case	Exclusion of Contacts
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis	See 'Thrush'	
Chicken Pox	See Varicella	
CMV (Cytomegalovirus infection)	Exclusion is NOT necessary	Not excluded
Conjunctivitis	Exclude until the discharge from the eyes has stopped unless doctor has diagnosed a non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal Infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting the appropriate antifungal treatment	Not excluded
German Measles	See Rubella	
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (Mononucleosis, EBV infection)	Exclusion is NOT necessary	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded <i>Contact a public health unit for specialist advice</i>
Head lice (Pediculosis)	Exclusion is NOT necessary if effective treatment begins before the next day at child care (ie the child doesn't need to be sent home immediately if head lice are detected).	Not excluded

Condition	Exclusion of Case	Exclusion of Contacts
Hepatitis A	Exclude until a medical certificate of recovery is received, and until at least seven days after the onset of jaundice.	Not excluded <i>Contact a public health unit for specialist advice about vaccinating or treating children in the same group</i>
Hepatitis B	Exclusion is NOT necessary	Not excluded
Hepatitis C	Exclusion is NOT necessary	Not excluded
Herpes simplex (cold sores, fever blisters)	Exclusion is not necessary if the person can maintain hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing where possible.	Not excluded
Human Immunodeficiency Virus (HIV/AIDS)	Exclusion is NOT necessary. If the person is severely immune compromised, they will be vulnerable to other people's illnesses.	Not excluded
Human Parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary	Not excluded
Hydatid disease	Exclusion is NOT necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Listeriosis	Exclusion is NOT necessary	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded.  For non-immunised contacts, contact a public health unit for specialist advice.  All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.



Condition	Exclusion of Case	Exclusion of Contacts
Meningitis (viral)	Exclude until well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded <i>Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same group as the case</i>
Molluscum contagiosum	Exclusion is NOT necessary	Not excluded
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing	<i>Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics</i>
Pneumococcal disease	Exclude until well	Not excluded
Roseola	Exclusion is NOT necessary	Not excluded
Ross River virus	Exclusion is NOT necessary	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least four days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
School sores	See Impetigo	
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Exclusion is NOT necessary	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded <i>Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics</i>
Varicella (Chickenpox)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are

Condition	Exclusion of Case	Exclusion of Contacts
		high risk for developing severe disease. Otherwise, not excluded.
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Whooping cough	See Pertussis	
Worms	Exclude if loose bowel motions are occurring. Exclusion not necessary if treatment has occurred	Not excluded

## Medications

Educators will ensure that any medication being administered to children has the required documentation completed and the administration is authorised.

Prescribed medications must only be administered when a Medication Form is completed. As per Early Education and Care National Regulations and In the interest of children's safety and well-being, Educators will only administer medication if it is in its original container with the dispensing label attached listing the child as the prescribed person; dosage and the frequency it is to be given. Educators will not administer cough medicines or paracetamol to a child unless prescribed or a letter from the child's doctor is provided.

Please hand the medication to an Educator and fill in the medication details on the form on arrival at Preschool. Parents are required to sign the medication form at the end of each day and collect the medication. Educators will assist you with the required Medication Procedure. Medication must **NOT** be left in children's bags under any circumstances, including asthma puffers.

## Child Protection

Bland Preschool has many policies outlining areas in which the safety, welfare and wellbeing of children is paramount. One of our important policies concerns Child Protection.

Our Child Protection Policy is designed to protect children in care from risk of harm. To this end, the policy states that Educators and staff are mandatory reporters and **MUST** report any current concerns that they may have regarding children at risk of significant harm.

For further information, please contact the Children Services Unit, or consult the Children Services Unit Child Protection Policy on Bland Shire Council's website at [www.blandshire.nsw.gov.au](http://www.blandshire.nsw.gov.au)

## Emergency procedures

It is the policy of Bland Preschool to ensure immediate action is taken for unplanned, sudden or unexpected events or situations that require evacuation. Drills are performed with the children to help them understand the reasons why evacuation may be needed, as well as their role in an emergency.

Evacuation drill procedures and floor plans are located at each emergency exit point. Fire extinguishers, fire blankets and smoke detector locations are shown on the evacuation floor plan. Please read the evacuation procedure and floor plan so you are aware of the process and the steps we take to ensure your child's safety in the event of an emergency evacuation.

In the event that the service premises must be evacuated, all persons present will assemble at a safe location near the service. Your child's safety is our first priority and families will be alerted to any evacuation as soon as practicable and safe.

## **Policies**

Bland Shire Children Services Unit is committed to high quality early childhood education and care, and as such we have many policies and procedures that guide and support staff and Educators in their work with children and families as well as the overall management of our services.

To assist in our sustainability efforts and provide family access to our policies at all times, our policies are available on the Children Services Unit page of the Bland Shire Council website at [www.blandshire.nsw.gov.au](http://www.blandshire.nsw.gov.au). Please familiarise yourself with these and feel welcome to ask your Educator or the Children Services Unit any questions you may have. We always appreciate your input and feedback when reviewing policies. If you require a hard copy of any of our policies, please contact the Children Services Unit and we will arrange for a copy to be sent to you.

# Code of Ethics

**In this Code of Ethics the protection and wellbeing of children is paramount, and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.**

## II. In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

## III. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

## IV. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.







## V. In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

## VI. In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

## VII. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.



## VIII. In relation to the conduct of research, I will:

1. Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

The Early Childhood Australia Code of Ethics (2006) was developed by a national working party consisting of Lennie Barblett (Convenor), John Buckell, Sandra Cheeseman, Margaret Clyde, Lyn Fasoli, Catharine Hydon, Anne Kennedy, Elizabeth Dau, Linda Newman, Lois Polnitz, Gillian Styles, Louise Thomas, Laura Eiszele and Christine Woodrow.

This working party acknowledges the work of the original Code of Ethics working party and thanks them for their outstanding contribution to the early childhood profession.

Mackay, H. (2004). *Right & wrong: How to decide for yourself*. Sydney: Hodder. Reprinted 2009.





# A Parent's Guide *to Separation Anxiety*



Separation Anxiety is a very common issue with children who are starting preschool. For most children, it is a normal part of development. Over the years, Bland Preschool Educators have worked with many children who have experienced varying degrees of separation anxiety—you are not alone! We can assure you that it is almost **always** harder on the parents than it is on the children!

Here are a few tried and true strategies for easing separation anxiety. Start working with your child now, and January will be a breeze.

## **Before Preschool starts:**

- Read the **'My Day at Preschool'** book.
- Talk very **positively** with your child about Preschool. Say things like, "You are going to have so much fun at Preschool" and "You are so lucky to get to go to Preschool now that you're older."
- If possible try to make your child **familiar with his/her teacher** and know their name. Use the teacher's name at home in everyday conversation, so that she is not a stranger to your child on the first day.
- Try to **arrange a play date** with a child who will be in the same preschool class. Meet at the park or invite the friend to your house for a play.
- **Drive by the school** occasionally and point it out to your child. "Look! That's where you get to go to Preschool soon. It's going to be so much fun."
- **Visit the Preschool.** Many Preschools offer orientation visits. During these visits, your child can see and experience what he/she will do at preschool, who he/she will meet, and what happens during the preschool day. With permission, you could take some photos of the Preschool to show your child before he/she starts.
- Practice giving your child some **space**. If he/she has a close friend, arrange to drop him/her off for a short play date (and then offer to reciprocate).
- **Be positive!** Even if you are planning to have a little separation anxiety yourself, your child needs you to pretend that you are 100% happy about the first day of school. Your child will copy your emotions.
- Encourage **independence**. Children learn from their successes as well as their missteps. Do not rush to rescue your child in every challenging situation. Encourage your child to become independent with basic self-help skills such as hand washing, nose wiping and dressing/undressing. Keep in mind that they may need assistance.

### *On the Big Day:*

- Wake up with a smile and lots more **positive talk**.
- If your child expresses concern about going, **talk through the emotions**. Make sure your child knows that you will be back to pick him/her up, and that if he/she needs anything during Preschool his/her teachers will be there to take care of him/her.
- When you talk to other parents or to the teacher about your child, **stay positive**. The worst thing you can do is let your child overhear you say, "Timmy is so nervous about Preschool" or "Timmy is going to cry when I leave." If you say it, it will happen. So stay positive.
- **Start gradually**. Many Preschools invite parents to stay for a while during the day in the early days. Speak with the Preschool teacher and work out a plan that works for you, your child and the Preschool. It's a good idea to tell your child how long you're staying, so he/she doesn't get a surprise when you leave.
- Develop a routine for **saying goodbye**. Say goodbye to your child so that he/she knows you're going, and tell him that you'll pick him/her up at the end of the day. You could choose a special place to say goodbye, or an activity to do before you go. For example, 'If you wave to me from that window, I'll be able to see you', or 'Which book will we read before I go?' Say goodbye once and leave. Lots of goodbyes can be stressful for both you and your child and they may become more upset if you prolong the separation. **Do not show your nerves**.

### *After the Drop Off:*

- Take a **deep breath!** You did it.
- If your child was crying when you left, remember that you can always ring the front office to see if your child has calmed down.
- Most importantly — **no turning back!** Do **not** go back in to check on your child, or to make sure he/she has stopped crying. Doing so is the absolute best way to get your child to cry (again). Trust that your child and his/her teacher are going to be okay!
- When it is time to pick up your child, be on time and have a **smile** ready to greet him/her.
- **Ask about his/her day:** "What was your favorite toy?" "What is the name of 1 friend at Preschool?" "Did you sing any songs?" If he/she expresses sadness or anger, be sure to respond with understanding. For example, "I know that Preschool is a big change, but you can do it because you are a big boy/girl now!" Avoid verbalizing anything negative about Preschool. Don't say, "I know you don't like it, but you have to go."
- Repeat the steps above, and **stay positive!**
- To ensure that your child's transition to preschool is smooth, we recommend that you drop them off **on time** and that their attendance is **consistent**.

***Separation anxiety usually only lasts a few weeks. In some cases, the child may cry for the first few weeks or even for the first month. Don't despair! Touch base with your child's teacher, and stay positive. This, too, shall pass.***

# A Parent's Guide

Article by Jamie White, M.Ed. Edited by Bland Preschool.  
Source: <http://playtolearnpreschool.us/ready-for-preschool/>

## *to preparing your child for Preschool*

Starting Preschool is such an exciting and momentous occasion! As parents, you can help your children prepare for this transition. Here are 5 things you could do prior to commencement which may prepare them for Preschool:

### READ

If I was only allowed to give one piece of advice to parents it would be, "**Read to your child.**" Read every day. Have books in every room, in the car etc. Read your child's favourite books so often that you and your child have them memorized. Visit the library often.



### TALK

Developing your child's **oral language skills** is a crucial part of preparing him/her for Preschool. Turn off the movie in the car and engage your child in a discussion about the world around him/her. Ask questions. Talk about nature, and colours, and letters, and feelings. Put down your phone and listen when your child talks to you. Encourage your child to make eye contact and greet others with a "Hello" and a "Good Bye."

### PLAY

Spend time every day on the floor **playing** with your child. Encourage pretend play and role playing. Get messy! Laugh and have fun together. Offer your child time to play by himself/herself, giving them the opportunity to decide what to do.



### ENCOURAGE INDEPENDANCE

Children who are able to take care of some of their **personal needs** do better at the beginning of Preschool than children who rely on adults for everything. Make sure your child has shoes that they can put on them self. Allow extra time before you need to leave the house each day so that your child can put on their own shoes. Support your child in taking care of his/her own bathroom needs. If they ask for help with their pants, or with wiping, try talking them through the steps rather than doing it all for them. Teach them to wash their own hands and flush the toilet. It's not glamorous, but these are important skills in preschool!

### PRACTICE

Give your child time away from you. Practice **separating** and giving your child a little bit of space. Invite other children over for play dates and allow your child to go on short play dates as well.



*Now, give yourself a big pat on the back! Sending your child to Preschool can be emotional and exciting. It's such a fun and positive experience, and the beginning of many years of school to come. Enjoy!*

## HEALTHY LUNCHBOXES



There are many foods that can be used to pack a healthy lunchbox.

### Fruit & Vegetables

Fruit and vegetables will provide a good daily source of vitamins, minerals and dietary fibre.

All chopped fruit and vegetables can be easily packed into small containers for the lunchbox, making them quick and easy to eat.

#### LUNCHBOX IDEAS:

- cucumber, carrot and celery sticks (steam carrot and celery until tender for younger children), corn cob, snow peas, green beans, cherry tomatoes, capsicum strips.
- fresh fruit eg apple, pear, kiwi fruit, strawberries, orange, grapes and bananas
- tub of diced fruit in natural juice
- dried fruit *occasionally* – eg mini box of sultanas or a few dried apricots or apple rings
- salad filling in a sandwich, wrap or roll (eg lettuce, grated carrot, avocado, cucumber)



### Meat & other protein foods

Meat and other protein foods provide protein and iron. Limit the use of sausages and processed luncheon/deli meats (eg devon and salami) as they are high in saturated fat and salt.

#### LUNCHBOX IDEAS:

- cold roast beef, lamb, pork, chicken, tuna or salmon as a filling in sandwiches, rolls and wraps or added to salad
- hardboiled egg in salad, sandwiches or for a snack
- baked beans, lentil patty
- left-over casserole, rissoles, meatballs, bolognese sauce, stirfry with tofu

### Dairy Food

Dairy foods, such as milk, yoghurt, custard and cheese are an important source of protein and calcium. Reduced fat milk and dairy foods (approx. 2% fat) are suitable for most children over 2 years of age.

#### LUNCHBOX IDEAS:

- cheese slice, cheese stick or cubes of cheese as a snack with cucumber slices and cherry tomatoes
- cheese in sandwiches, rolls and wraps or on crackers or rice cakes
- yoghurt or custard (small tub or pouch)
- plain milk (small UHT poppers of plain milk are easy to add to lunchboxes)
- calcium-enriched soy alternatives (soy milk, soy yoghurt)

### Breads & Cereals

Bread, grains and cereal foods provide important nutrients and energy for busy, growing children. Wholegrain or wholemeal varieties are the best choices.

#### LUNCHBOX IDEAS:

- sandwiches, rolls, wraps, pita bread
- fruit bread, scone, pikelets
- crackers, corn and rice cakes, breadsticks
- rice, noodles, pasta







## HEALTHY LUNCHBOXES CONT.

### Water

Water is the best thirst quencher and the best choice of drink for every lunchbox. Tap water is safe so you do not need to buy bottled water.

#### LUNCHBOX IDEAS:

- freeze a water bottle overnight; it will help to keep the rest of the lunchbox cool
- pack a water bottle even if you are sending milk – the milk can be consumed at morning tea or lunchtime and the water at other times of the day when your child is thirsty



### TIP:

Don't pack too much food or too many choices, as this may be overwhelming for a young child. You only need to provide enough food and drink for 1 snack and 1 main meal. If your child is at the service for extended hours, pack enough for 2 snacks and 1 main meal.

## Food and drinks to leave out of the lunchbox

Snack foods and drinks that are high in added sugar, saturated fat or salt are generally low in nutrients. They also provide a lot of kilojoules that can contribute to children becoming overweight or obese. We call these 'sometimes' foods and drinks because they should only be consumed sometimes and in small amounts. Sticky, sweet foods can also cause tooth decay.

#### Sticky or sweet foods:

- lollies, chocolates, jelly cups
- cakes, doughnuts, sweet muffins
- plain sweet/cream-filled biscuits
- muesli /cereal bars
- fruit bars and fruit straps

#### Salty, high fat foods:

- potato chips
- corn chips
- cheesy balls, twists
- small oven-baked savoury biscuits
- devon and salami

#### Sweetened drinks:

- cordial and soft drink
- fruit juice
- flavoured mineral water
- fruit juice drinks
- sports drinks

It is best not to pack these 'sometimes' foods and drinks in lunchboxes. If you do occasionally put a 'sometimes' food or drink in the lunchbox, keep it to a very small portion only.

**Note about food allergies:** Some services may ask families not to pack specific foods to ensure a safe environment for children with severe food allergies. Please discuss these needs with your service staff.



## CHOOSE WATER AS A DRINK

Water is the best drink for anyone who is thirsty. Water is a good choice as it does not have any added sugar.

In Australia, water is safe to drink straight from the tap or boiled if you prefer. In most areas, tap water contains fluoride, which helps children to develop strong teeth.

### Tips to help your child to drink more water

- Take a refillable bottle of water when you go out.
- Put a bottle of water in with your child's lunch.
- Keep cold water in the fridge at home.
- Give your child a water bottle when they play sport.
- Serve water for everyone with the family meal.
- Show your child that you enjoy drinking water.

### Limit fruit juice, soft drinks, sports drinks and cordial

Fruit juices, soft drink, sports drinks and cordials should not be given to your child everyday as they contain a lot of added sugar. If you do give your child juice, soft drink, sports drinks or cordials remember to:

- water these down until very dilute. You can then replace them completely with water
- serve in smaller cups
- limit the number of cups of all sweet drinks your child has each day

### The facts about fruit juice

- Fruit juice is high in natural sugar and can contain added sugar too.
- Eating a piece of fruit is much better than having a glass of juice.
- Children do not need any fruit juice at all.
- ½ cup of fruit juice each day is enough for your child, if you choose to provide it.

### Milk is another healthy option

- Milk helps your child develop strong teeth and bones.
- Children over 2 years of age can drink reduced fat (not skim) milk.
- Reduced fat milk has less fat than full cream milk but still has all the nutrients that young children need.
- Soy milk is suitable if needed. Choose one that is high in added calcium.

