

Whānau Information Pack



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Our Story

Step 2 Growth is a locally owned and operated home-based childcare service in the Marlborough Region created in 2011 to provide a more affordable form of quality childcare. The vision was to build stronger relationships between all parties (Kaiako, whānau, Step 2 Growth and the tamariki), working together as a team to provide the best experiences for the tamariki in care. We have quarterly meetings to ensure all our kaiako know the changes and have a say in the running of the business, giving them motivation and inspiration as stakeholders within Step 2 Growth. We run regular playgroups and encourage our kaiako to attend community excursions to ensure tamariki in our care get the best experiences in their community.

Knowing that a good kaiako is one who is well supported and has resources when needed, and a good whānau is one who is involved in their child's education, a happy tamaiti is created by passionate care and teamwork between all parties, generating strong trusting bonds.

Step 2 Growth is a locally owned and operated business. Together as a team we are one whānau helping other whānau.

Our Mission

At Step 2 Growth we work with the 5 strands of Te Whāriki; Belonging, Well-being, Contribution, Communication and Exploration. Step 2 Growth put emphasis on play based learning, and we have identified the following as priorities for children's learning:

- ♦ Ngā Hononga/ Relationships: Social competence, creating responsive and reciprocal relationships.
- ♦ Whakamana/ Empowerment: Affirmation as individuals, developing confidence within themselves through child-led learning, and fostering independence.
- ♦ Kotahitanga/ Holistic development: All areas of the child (cognitive, physical, emotional, spiritual/cultural and social) are supported, celebrated and encouraged.
- ♦ Whānau tangata/ Family and community: Tamariki home life and their community are integral parts of their learning and development and are affirmed, with kaiako creating meaningful relationships with them also.

Our Vision

To provide quality care and education within a home-based setting that is richly resourced and supports individual and collaborative learning pathways of tamariki.

Our Philosophy

Here at Step 2 Growth we understand that tamariki learn and thrive through play as they explore their world and share in rich learning experiences. Tamariki develop a strong sense of belonging through the patient guidance of our educators in inviting home environments, and every child is cared for as the unique people they are. Their individual needs, temperaments, interests and goals are respected and encouraged through their early childhood days.

We believe that all tamariki have the right to a bicultural education that respects and reflects New Zealand's unique cultural history, where all cultures are celebrated and all tamariki are given the opportunity to experience Te Ao Maori. The principles of partnership, protection and participation are at the heart of our curriculum and what we believe is important for all tamariki, along with connections to our community and our local environment.

At Step 2 Growth Te Whariki is at the centre of what we do and as a service we strive to embody the principles and strands as we nurture and support holistic development for all children. Educators, whanau and the service work together as a team to provide tamariki with an education that is culturally responsive; to plan and assess learning in a way that follows and respects the interests of each individual in our care.

Our philosophy is based on a belief in the importance of primary caregiving, especially for the infants and toddlers in our care. We value an educational experience that is like a home away from home, where warm, positive relationships are at the forefront to support well-being, learning and growth.

Communicating with our Whānau

While in the care of a Step 2 Growth kaiako each tamaiti will have their own learning journal, documenting their individual learning pathways. Each journal will also contain art work, photos and other significant learning moments and documents to support the learning pathways and make connections with home. These journals are an important tool for the tamariki to revisit and reflect on the prior learning. We encourage whānau to also contribute to these journals by completing the initial 'all about me' forms and aspirations/ whānau voices as well as adding stories and photos from home about significant events for your tamaiti to reflect on and share.

Whānau getting involved

We provide educational development nights and training for both the Kaiako and whānau of tamariki enrolled to attend.

We have regular organised excursions within the community for kaiako, whānau and tamariki enrolled to gain knowledge, experiences and enjoyment, as well as the intention of a 6 monthly get together.

Ministry Expenditure

Information about how much funding was received each year and how much was spent will be available to whānau upon their request. Information about all annual audited accounts will be posted in a newsletter informing all whānau and Kaiako of how these funds were allocated.

Expectation of our kaiako

It is our expectation that our Kaiako;

- ◆ Hold a current first aid certificate
- ◆ Pass a 7 step children worker safety check (including police vetting)
- ◆ House complies with the health and safety requirements at all times
- ◆ Provide a safe, secure and caring environment for all the children in their care
- ◆ Be willing to train towards the minimum of level 4 requirement within 6 months of starting with Step 2 Growth
- ◆ A minimum of one relevant learning moment per month, and documentation/stories relating to excursions including photos and/or artwork to support the story
- ◆ Attend regular professional development workshops provided by the company.
- ◆ Treat all tamariki and whānau in their care with respect
- ◆ Attend regular excursions offered by Step 2 Growth (currently weekly, fortnightly and monthly options available)
- ◆ Participate in community events



Take care of our children.

Take care of what they hear, take care of what they see, take care of what they feel. For how children grow, so will be the shape of Aotearoa.

- Dame Whina Cooper

Rates and optional charges

Costs and service contribution are subject to change with or without notice.

Step 2 Growth is **licensed** by the Ministry of Education and is receiving **government funding**.

Admin Fee: Inclusive in the service donation if opted for. Otherwise additional \$3 per invoiced week

Kaiako Rates:

Our Kaiako rates range from \$7.50 - \$9 per child per hour (depending on their training and experience) this includes the service donation. These rates are before any subsidy entitlements. They may alter with 2 weeks' notice, but the rate will not be changed without discussion and approval from yourself.

20 ECE Hours:

Yes our service provides 20hours ECE. For more information around this please feel free to check out the optional charges update information on the Lead website.

<http://www.lead.ece.govt.nz/~media/Educate/Files/Reference%20Downloads/Lead/Files/20HoursECE/OptionalChargesUpdate.pdf>

Kaiako Nanny Rates: Our Kaiako nannies' rates range from \$17.75-\$25 per hour (depending on their training and experience) this excludes any service donation or administration fees. These rates are before any subsidy entitlements.

Service Donations: Some educators choose to contribute a portion of their pay towards a service donations to ensure they get additional support around for tax, invoicing on their behalf and more. Upon agreement as a family this will mean that no additional charges will be made upon your account. Please contact the office or speak with your educator for more information.

Subsidies to help with your childcare fees

Step 2 Growths contribution/subsidies:

As a service we make contributions towards our Kaiako rates to help reduce the cost of care for our whānau. Step 2 Growth's generous contributions are not income tested making the cost of care more budget friendly. You could save between \$45-\$120 per week, depending on the age of your child and enrolled hours. Please discuss your individual subsidy with our admin.

WINZ subsidies:

Your family may also be eligible for a WINZ subsidy. Any WINZ subsidy will further reduce the cost of care for your child. WINZ subsidies are income tested, please discuss your eligibility with our team. If you are entitled to WINZ, please note all WINZ payments that come through the service are subject to GST(15%), this will be deducted from the full allocation before being applied to your account.

"Childcare centres, kohanga reo and GST

Some parents can apply to Work and Income for a subsidy to help them pay for childcare. Childcare organisations must endorse the application and then the parent must apply to Work and Income for

a childcare or OSCAR subsidy. Work and Income direct credits the subsidy money to the childcare organisation on behalf of the parents who are entitled to it. Subsidies direct credited to childcare organisations are not unconditional gifts. So, childcare organisations registered or liable for registration for GST, must account for GST in their return when they receive these subsidies from Work and Income."

Optional charges:

Optional charges are for additional services agreed upon between the kaiako and whānau upon enrolment. The optional charge, although not compulsory unless accepted, could be for snacks, transport and special excursions.

Enrolment Terms

All enrolments are based on permanent booked hours and will be charged regardless if the child attends on their care day or not **UNLESS** your chosen educator is unavailable and alternate care is not required.

Public Holidays: there is no charge for public holidays unless care is needed, in which case this will be charged out at time + half as agreed upon with the educator/family contract.

Bank Account information: Please pay your bill into the following account with your Child's first initial and last name as a reference

Step2 Growth

BNZ: **02-0600-0128112-01**

Bond: Step 2 Growth require a bond before your child begins care. This is to ensure that if a payment is missed your educator will still be paid and you will have time to rectify your account without it affecting your child's enrolment. Your bond will remain in a separate account and is expected to remain in place until the child's care ends. This bond is reimbursed to you upon your child leaving the service and your account being paid in full. This bond needs to be paid before the child's start date to secure their space.

Failure to pay:

Week one- you will receive a friendly reminder from our team with your bond used as a safety net.

Week two- you will be notified with a follow up reminder and a date given to rectify before care is refused.

Week three- formal letter with 10 days' notice before we hand your account over to the debt collectors for further action, with any extra fee incurred to be paid by you.

If you need to create a payment plan please contact us as soon as possible to avoid the above happening.

Absences

Child Absence:

If the child is absent (due to sickness or parents wishes) – please notify your Kaiako ASAP. Care is charged as normal for booked days

Child Holidays – Charge is as normal for booked days **UNLESS** your Kaiako is unavailable. (please note absence rule below)

Absence Rule:

As we are an education provider we are required to have the same rules and regulations as other education providers. One of these is the frequent absence rule. If your child is absent (with or without notice) for at least one day a week for 3 weeks in a row they no longer qualify for funding, this means from the 4th week you will not qualify for a Step 2 Growth subsidy and it will be your responsibility to cover the entire charge.

Kaiako Absence:

Kaiako unavailable– whānau will be contacted by your kaiako ASAP. No charge will be made **UNLESS** alternate care is required.

Kaiako Holiday- It is required that at least 4 weeks' notice is given to all families so arrangement can be made for alternative care if needed. If care is not needed the family will not be charged for this time.

Alternate care:

Step 2 Growth will do it's best to ensure there will be alternative care options available and give opportunities for you to meet and get to know the other kaiako/relievers well! Please be aware at times due to the service being at full capacity, relief care may be impossible to arrange.

Excursions

At Step 2 Growth, we love getting out into the community , socialising and showing the children all that our wonderful region has to offer. Among the excursions your child/ren have the opportunity to attend with your permission will include both service and educator regular excursions and spontaneous/ special excursions. The documentation required for these excursions will be kept in the educators folder and includes permission to travel via a motor vehicle. This will be shown to you upon meeting with your educator/ enrolling your child.

The services regular excursions include:



- Weekly playgroups
- Fortnightly Nature adventures
- Monthly multi generational playdates
- Community events

These excursions are open to anyone and we love our parents being involved so we welcome you to attend with your child even if it is not your child's normal day of care.

The educators regular excursions include (but is not limited to):

- Weekly music group
- Kindy gym
- Library
- Local parks
- Playdates with other educators
- Pick up/ drop off to local schools or kindergartens





Nature Excursions



Multigenerational Playdate



Physical activity outings

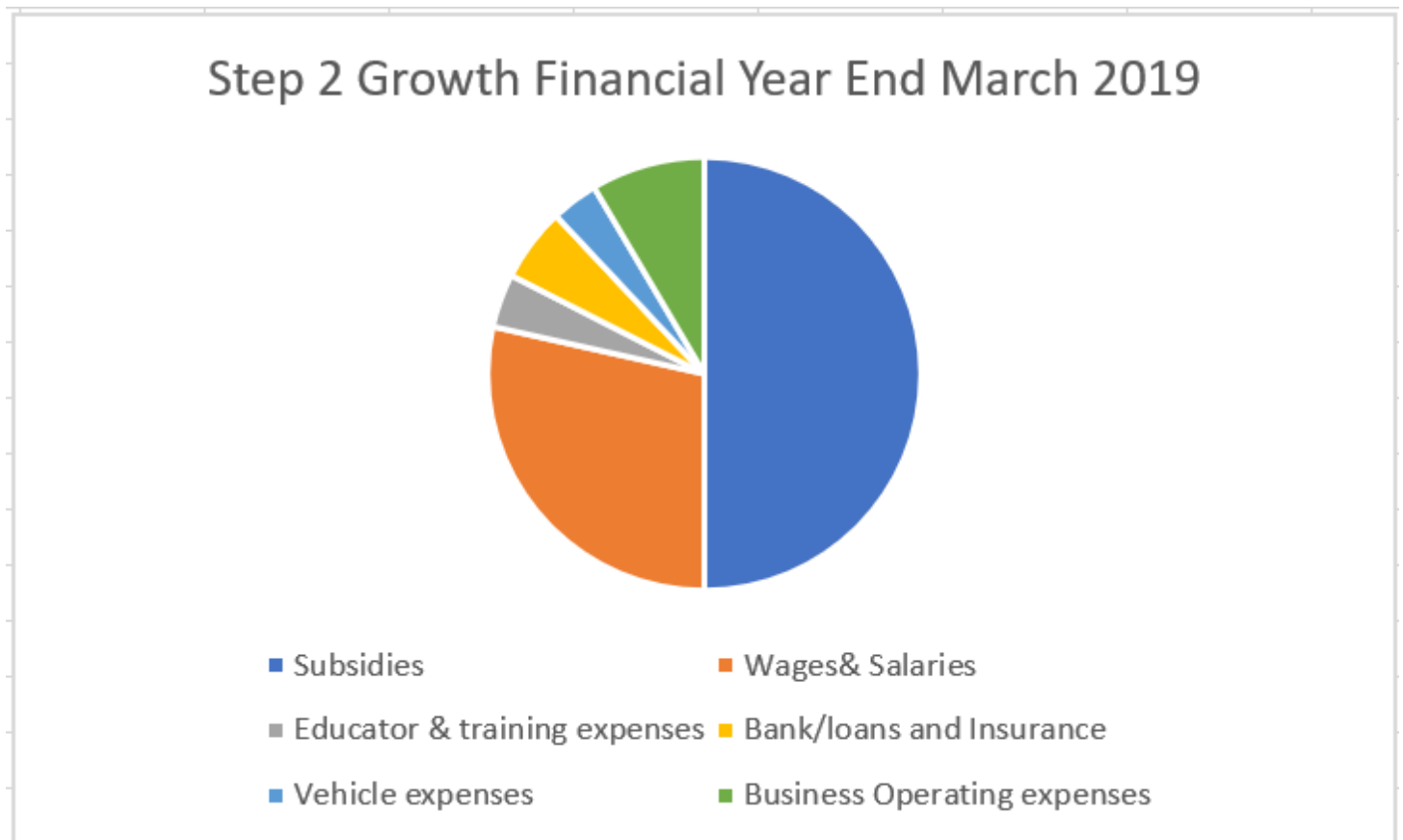


Further information

You can access further information regarding, our policies and procedures, the current full names and qualifications of our workers, our current license status, and financial reporting upon request from the office.

A copy of the current licensing criteria and home-based regulations is available to view at the office. These can also be found online at:

<https://www.education.govt.nz/assets/Documents/Early-Childhood/Licensing-criteria/Home-based-ECE-services/Licensing-Criteria-Nov-2016-Home-based.pdf>



<http://www.education.govt.nz/>

If you have any concerns or complaints about non-compliance please be sure to follow our complaints procedure at the back of the information pack.

Our ERO report can be found online at:

<https://www.ero.govt.nz/review-reports/>

We are saddened by this report however we do are confident our next review will be different as we work with the Ministry of Education under a provisional license while they support us with a SELO contract to further strengthen areas which were not evident enough at the review

Safe Food Guidelines

Small hard foods

- ⇒ Nuts
- ⇒ Large seeds (eg, pumpkin or sunflower seeds)
- ⇒ Hard dried fruit
- ⇒ Pieces of raw carrot, celery or apple
- ⇒ Foods that break into hard sharp pieces (eg crisps, corn ships rice crackers)
- ⇒ Unpopped popcorn husks

To reduce risk of choking:

- ⇒ Avoid giving whole nuts, large seeds or hard dried fruits to children under the age of 5 years
- ⇒ Use thinly spread peanut butter instead of whole or chopped nuts
- ⇒ Carrot, apple and celery can either be cooked until soft or finely grated

Small round or oval foods

- ⇒ Grapes, berries and cherry toms
- ⇒ Raisins and sultanas
- ⇒ Fruit with stones, large seeds or pips
- ⇒ Peas
- ⇒ Lollies/sweets

To reduce risk of choking:

- ⇒ Grapes, berries and cherry tomatoes can be quartered or chopped smaller
- ⇒ Soak raisins and sultanas to soften and cut in half
- ⇒ Remove stones from fruit
- ⇒ Peas can be squashed with a folk

Foods with skins or leaves

- ⇒ Chicken, sausages, saveloys, cheerios, frankfurters
- ⇒ Stones fruits (eg plums, peaches, nectarines)
- ⇒ Apples and pears
- ⇒ Tomatoes
- ⇒ Lettuce and other raw salad leaves
- ⇒ Spinach and cabbage

To reduce the risk of choking:

- ⇒ Remove or peel skins before serving
- ⇒ Chop up and add to mashed foods
- ⇒ Remove stones from fruit

Compressible foods

- ⇒ Pieces of cooked meat
- ⇒ Marshmallows
- ⇒ Popcorn
- ⇒ Chewing or bubble gum

To reduce the risk of choking:

- ⇒ Chop up (to at least as small as the child's small finger nail) and add to mashed foods
- ⇒ Remove skins before serving
- ⇒ Cook meat until very tender
- ⇒ Marshmallows and popcorn should not be given to children under the age of 3 years.
- ⇒ Don't give chewing or bubble gum

Thick pastes

- ⇒ Chocolate spreads
- ⇒ Peanut butter

To reduce the risk of choking:

- ⇒ use thick pastes sparingly and spread evenly onto bread

Fibrous or stringy foods

- ⇒ Celery
- ⇒ Rhubarb
- ⇒ Raw pineapple

To reduce the risk of choking:

- ⇒ peel the skin/strong fibres off celery and rhubarb
- ⇒ Slice these foods thinly across the grain of fibres

Quick list for Healthy Lunch Inspiration

Grainy Goodness

- Sandwich bread
- Bagels
- Muffins
- English muffin
- Flat bread
- Tortilla
- Buns
- Whole grain crackers
- Pasta
- Rice

Protein Packed

- Lean ham
- Turkey
- Beef franks
- Tuna salad
- Boiled eggs
- Roast beef
- Egg salad
- Hummas
- Beans
- Soup

Fruits and Vegetables

- Raw vegetables
- Fresh fruit
- Sliced pineapple
- Fruit salad
- Salad greens
- Coleslaw
- Green beans
- Baked potatoes
- Corn on the cob
- Edamame beans
- Pea pods

Delicious Dairy

- String cheese
- Fruit yoghurt
- Yoghurt dip
- Cheese cubes
- Cream cheese spread
- Cottage cheese
- Milk

Treats

- Dry cereal
- Pretzels
- Muesli bars
- Oatmeal cookies
- Crackers
- Dried fruit



ENROLMENT POLICY

Rationale: To provide an equitable and accurate system to enrol all families within the service.

Purpose: To ensure required records are kept for each child who is enrolled in the service.

PROCEDURES

- On enrolment, parents/caregivers/whānau will be asked to complete enrolment forms for their child/ren which will include details on parent/guardian details, emergency contacts, medical details, collection of children, iwi information and fee payments etc. (see attached enrolment form)
- If a parent or guardian requests special custody arrangements (i.e. anybody who is legally prevented from picking up or having contact with a child), they will be requested to bring in the custody forms for sighting and noting on the enrolment form.
- Step 2 Growth have a minimum enrolment of 6 funded hours per week to be attended over at least 2 days.
- Parents will need to provide Step 2 Growth with a copy of the child's birth certificate.
- At this time parents will also give permission for their child to be photographed for planning purposes.
- The Ministry of Health requires all licensed early childhood services to sight and record every child's immunisation history on enrolment, or in the case of a child under 15 months old, once that child reaches the required age. An immunisation Register will be kept by Management recording these details. This will be regularly updated.
- All parents will be advised of the complaints procedure on enrolment.
- Once a family has enquired they will be given the names of available educators to meet and then home visits will be arranged and families are free to choose the educator that best suits their needs.
- On enrolment, families are informed of the need to give two week's notice (or payment in lieu) of their intention to vacate their enrolled space.
- On enrolment information about weekly payment of fees will be outlined to families along with the methods available to pay accounts.
- All families will be given an information booklet on the operation of the service.

Settling children into the service

Rationale: To assist children into the new environment, making the process as smooth as possible so children can experience an environment where their emotional wellbeing is nurtured.

Purpose: To ensure parents understand the expectation of transitioning their child into the service.

Te Whariki: Belonging Goal 3. Children and their families experience an environment where they feel comfortable with the routines, customs and regular events.

Procedures:

- Ensure all relevant details about the child are recorded and knowledge is shared for the needs for the child, for example- if the child has a comforter, ask parents to bring it
- Welcome and introduce the child and parents to the new setting, to other children, the routines and limits for behaviour
- Advise parents to spend some time with the child in the new setting before the starting day
- Recognise each child is an individual and may need more or less pre-visits, whatever is necessary
- Encourage parents to talk to their about the new care situation, involve their child with preparations, for example- a bag to take; including spare clothes, be positive conveying confidence to their child, always to say "good bye" and say when they will return, and spend time catching up with the child's day on return
- Help parents come to terms with their own feelings, for example guilt, jealousy and Insecurity by offering reassurance and understanding
- Being prepared to spend time with the child and give comfort
- Having something interesting for the child to do on arrival
- If possible introduce parents to each other to set up support links
- Children already attending the service should be talked to about new children starting to ensure the transition is easy for them too.

The number of children attending at one time will be no more than four in total at any one time (with only two of the four being 2 years or younger) and the educator will be responsible for the children at all times of care encouraging bonds to form easily and quickly.

Illness Policy

Rationale:	As early childhood education providers we understand that sickness is part of the process. This policy is to ensure that infectious illnesses are minimized and to help control the spread.
Objective:	To ensure appropriate action is taken for any person (adult or child) suffering from particular infectious illnesses.
Te Whariki:	Children experience an environment where their health is promoted.

Policy:

Infectious illnesses are spread by coming into close contact, and through poor self-care practices such as lack of hand washing, not covering/catching coughs, sneezes etc. Preventing illnesses from occurring/spreading can be managed in four ways:

Immunisation – A copy of children's immunisation records should be kept and recorded in APT to ensure instant access for Ministry of Health Officials, should an outbreak occur.

Personal Hygiene – Educators will teach children about handwashing, cough/sneeze catching and nose blowing practices and will support younger children with this. Handwashing should include soap, warm water and clean towels. Nappy changing and toileting procedures should be followed correctly. Children will be washed if they are soiled or pose a health risk to themselves or others. Laundry procedures will be completed correctly.

Cleaning – Toys, equipment, surfaces, clothing and bedding will be cleaned and disinfected regularly.

Exclusion – Children must stay away from care for the required timeframe if they become ill (see Appendix 1). Children should generally stay away from care when they are ill, causing concern or:

- have no interest in activities or play
- have little energy or want/need to sleep or rest for long periods
- cry easily, are irritable or in pain
- constantly want to be held and comforted
- have a fever
- have had an episode of diarrhea or vomiting in the past 48 hours

- Children and adults who are sick with an infectious illness are not to be present within the home-based service environment.
- There **MUST** be a period of 48 hours of absence for vomiting and diarrhea from the last episode. For all other illnesses, children should be kept away for a suitable length of time based on the Ministry of Health Infectious Diseases Chart (see **Appendix 1**). If educators are unsure, they should seek support from their Visiting Teacher.
- If a child arrives at the home and is clearly not well, educators reserve the right to refuse care for the child for that day. This is for the wellness of other children.
- If a child becomes unwell while in the home, they will be isolated from other children and will be supervised by the educator until they are collected by an authorized parent/caregiver.
- If parents are called to collect their child due to illness, they must do so as soon as possible. If parents are unable to do so then they must organise someone else to collect their child.
- The educator will complete the **Illness Record** sheet (see **Appendix 2**), recording the child's full name, the date and time, a description of the illness, the action taken and will sign the form. They will share this with the parent/caregiver during pick up and gain their signature to acknowledge that they have been informed.
- Educators must have a plan in place in case of a child illness becoming an emergency situation requiring an ambulance to be called. The Educator will contact the parent/caregiver immediately and will contact Step 2 Growth Management as soon as practicable. The **Illness Record** must be completed after the emergency and the parent/caregiver must sign to acknowledge that they have been informed.

NOTIFIABLE DISEASES:

In the event of a suspected notifiable disease or illness the Educator will inform their Visiting Teacher and/or Step 2 Growth Management who will support them to complete the correct forms and will follow up with the parent/caregiver. Step 2 Growth Management will notify WorkSafe and the Ministry of Education in a timely manner.

COMMUNICATION POLICY

Rationale:	To ensure that management and educators effectively communicate and consult with parents and whānau and to ensure that everyone acknowledges and respects all parties values, needs and aspirations.
Purpose:	<ul style="list-style-type: none">-To ensure parents and whānau are encouraged to participate in decision making regarding their child.- To provide clear guidelines for management, educators and parents to discuss concerns or complaints about the service.- To ensure educators provide opportunities for parents to discuss their child's progress and contribute to decisions regarding their learning.
Te Whariki:	Family and Community; Parents and caregivers have a wealth of valuable information and understandings regarding their children.

PROCEDURES

- Parents will be encouraged to be an integral part of the service and are welcome to participate in any activities. (eg excursions or social gatherings)
- Parents will be kept informed through newsletters and information on their child's weekly routine sheet.
- Children's individual learning journals will be deemed to belong to the child and will be available to them at all times.
- Educators will encourage parents to contribute to their children's learning journal including ideas for ensuring continuity of learning and links to learning within their home.
- Educators will share information or happenings on a daily basis with parents.
- Parents are encouraged to participate in decision making by talking with the educator or co-coordinator.
- Parents will have the opportunity of discussing their concerns at any time with the educator, co-coordinator or management.
- Management will consult with parents annually to receive feedback and identify any issues via the appraisals.
- Parent feedback on policy reviews that impact on children and families will be sought through the newsletter.
- Information on subsidy funding will be shared through the newsletter.

Excursion Policy

Rationale:	To help children understand the world around them, whilst enjoying a wide variety of play and learning experiences outside their home environment within the local community.
Objective:	To ensure all outings and excursions are assessed for risk beforehand, have prior written approval from parents/caregivers, and ensure the health and safety of all adults and tamariki involved.
Te Whariki:	Exploration Goal 4; Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.

POLICY:

Excursions are any movement outside of the Educator's home environment (property).

Regular excursions are outings which are a planned and ongoing part of the Educator's programme (usually daily, weekly or monthly). This can include places visited regularly but planned for spontaneously (such as a local park).

Special excursions are planned outings which are agreed to by parents/caregivers but are not a regular part of the Educator's programme. If an outing becomes more regular, it can be added to the Regular Excursions form.

Educators will:

- Ensure that they have evidence of parental permission for each child involved in an excursion BEFORE the excursion takes place, on either the **Regular Excursions** or **Special Excursions** form.
- Assess each venue/location for any risks by visiting the location prior to the outing or using their own knowledge of the location to do so. They will record any possible risks, how they will manage these and their supervision plan on the relevant form (Regular or Special Excursions). Risk assessment for Regular Excursions must be reviewed regularly to ensure any new risks are managed and recorded.
- Ensure they are able to adequately supervise all children in their care on all excursions and maintain correct ratios.
- Take a cell phone on all excursions to ensure communication is possible between themselves and parents, or with emergency services.
- Ensure items that may be required are taken on all excursions. These include a portable first aid kit, any required medication, suitable clothing, drinking water, food, spare clothing, nappies etc.
- Plan excursions around children's routines whenever possible, so that children's needs for sleep, feeds and mealtimes are met.
- Record all excursions on the Weekly Recordings sheet.
- Ensure outings are relevant and linked to children's interests, strengths and abilities and follow up with discussion and related activities to enhance learning experiences gained.

The service will:

- Ensure Regular and Special Excursion forms are provided to Educators.
- Complete the **Service Excursion Planning** and **Service Excursion Risk Assessment** forms prior to any excursions organised by the service.
- Ensure excursions are recorded on the **Excursion Sign In** form. Pre-excursion hazard checks (on reverse side of sign in sheets) will be completed prior to children arriving at the excursion.
- Emergency Drills will take place at playgroup to ensure consistency among the team and a chance for improved practice as required.

If travelling in a motor vehicle Educators will:

- Ensure they have recorded this on the relevant excursion form so that parents/caregivers are informed when signing for permission.
- Ensure each child is restrained in suitable car seats as required by Land Transport Legislation.
- Seek support from a qualified Car Seat Technician to install car seats if they are not completely confident doing so themselves.
- Ensure rearward facing child restraints are not used in the front seat of vehicles.
- Wherever possible, attempt to have children in the back seat.
- Follow safe driving practices and obey New Zealand road rules.
- Ensure that the vehicle has a current WOF and registration and the driver has a full, current Drivers Licence.
- Ensure that children are never left unattended in the vehicle.

Complaints Procedure

Rationale:	To maintain parent's involvement in the service activities and responding to their concerns in a sensitive way.
Purpose:	To encourage communication both in verbal and informal ways to expressing concerns and complaints. Provide formal written channels for expressing concerns and complaints.
Te Whariki:	Belonging Goal 2. Children and their families experience an environment where they know that they have a place.

Procedures:

To ensure and maintain a quality service the educator management will:

- Receive and act on feedback from clients
- Advise clients at the time of enrolment procedures about making a complaint
- Advise clients of their rights to have a support person present during face to face discussions at any time
- Encourage clients to document their complaint with the educator/manager

If the client is unhappy about any aspect of the service the first person to discuss their concerns with is the educator or coordinator. If the client feels their voice has not been heard in the way intended a formal complaint can be lodged to the office addressed Att: Angela – Director at Step 2 Growth.

The client can contact the Nelson/Marlborough Ministry of Education office (Early Childhood Services) should they feel Step 2 Growth is not complying with the regulations set out or criteria.

Contact Phone: (03) 546 3473

It is important that the educator and clients will seek help from appropriate services, where appropriate, to maintain an open and observable service, for example- as a mediator; to be able to maintain a service that promotes equity for all involved.

ERO report will be available from Step 2 Growth office. For more information please feel free to contact us on 0220 842299 or admin@step2growth.co.nz.

Concerns/ Complaints Form

As required by the Privacy Regulations we must provide a process for individuals to make complaints concerning our or any member of Step 2 Growth's actions. You may use this form and we may not take any retaliatory actions against you for its use.

Name of Applicant:_____

Address: _____

Date of Complaint: _____

Person(s) Taking Action: _____

Reason(s) for this complaint: (Please provide as much information as possible and attach any documentation to this complaint so that we may consider all of the available facts.)

[illegible]

(If you need any additional space, please use the back side of this form.)

Signature

Date _____

Print your name

Phone

Policy Review Schedule

Month	2020	2021
January	Philosophy/ Appraisal	Philosophy
February	Privacy/ Settling	Developing social competence / Finance
March	Child Protection/ Sleep	Child Protection / Enrolment
April	Complaints / Coordinator role / Safety Checking workers	Complaints/ Lockdown
May	Emergency Procedures / Smokefree	Emergency Procedures / Equity
June	Special Rights / Personnal	Curriculum / Excursion
July	Health & Safety / Nappy & Toileting	Health & Safety/ Administration of Medicine
August	Babysitting / Physical activity	Bicultural Partnership
September	Sunsmart / Relief care	Sunsmart / Alcohol & Substance abuse
October	Communication / Internal Evaluation	Transition to school
November	Illnesses/ Injury & Accident	Carseat/ Immunisation
December	Behaviour Guidance	Behaviour guidance