

ORIENTATION OF FAMILIES

Enrolment and orientation to any Early Education and Care Service is an exciting and sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service and importantly, trust with the child. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Code of Conduct Policy	Delivery of Children to, and Collection from EEC Service Premises Policy Enrolment Policy Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Privacy and Confidentiality Policy
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PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Service positively and well-informed, meeting the children and families’ individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor and visitors of the Service.

IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child’s needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to the Service a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family:

1. the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
2. the family’s needs in relation to work or other commitments
3. days and times child care is required
4. the family’s previous knowledge or experience of other children’s services
5. any additional needs of the child and/or their family

6. any court orders, parenting orders that are applicable to the child
7. service philosophy and curriculum
8. the child's interests
9. family goals and expectations
10. any allergies or dietary needs for the child
11. emergency or health care plans for the child if relevant
12. the Service and room routines.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

1. the orientation process is well organised, flexible, and informative
2. the child and family visit the Service and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
3. the family and child/children are introduced to the educators in the room
4. to create a welcoming environment and interact positively with the child and family
5. the child and family are respected at all times, acknowledging the individuality of each parenting style
6. families are encouraged to ring, email, or visit the Service as often as they like when their child has commenced care
7. families are reassured that if the child is distressed over a long period of time the educators will contact them
8. support agencies are contacted for children with additional needs
9. families know how to provide feedback
10. families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)

EDUCATORS WILL:

1. greet children and families upon arrival
2. create a welcoming and inviting environment
3. discuss with families the best transition process for their child
4. encourage families to stay as long as they need to in order to reassure their child
5. encourage families to say good-bye to the child when dropping off
6. phone families if the child remains distressed
7. seek information about the child and family throughout the orientation process

DURING THE ORIENTATION OF THE SERVICE, FAMILIES WILL BE:

1. provided with the Service enrolment link via Xplor to be completed (assistance to complete this form is available if required)
2. provided with an outline of the Service policies, which will include payment of fees, sun safety, incident, injury, trauma and illness and medical authorisation.
3. advised of the enrolment fee and bond (if applicable)
4. provided with information about Child Care Subsidy (CCS) and myGov website
5. provided with a Family Handbook
6. asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
7. shown the signing in/out process
8. provided with information about the software app our Service uses for CCS, communication with parents (Xplor)
9. advised of appropriate clothing for the child to wear to the Service, including appropriate shoes
10. advised of what the child will be required to bring each day (water bottle, hat, change of clothes)
11. informed about policies regarding children bringing in toys from home
12. informed about wearing sun safe hats and application of sunscreen
13. introduced to the child's educators
14. taken on a tour around the Service
15. shown where children's belongings will be kept each day
16. inform families about providing meals, and snacks provided by the Service
17. required to discuss medical management plans and allergies (if applicable)
18. advised about the daily report/journal and how parents can view this (Xplor)
19. Introduced to the room routine and Service program. This includes curriculum and the observation cycle.
20. informed about communication methods including meetings, interviews, newsletters, emails etc.
21. invited to set family goals for their child
22. asked to confirm their preferred method of communication.

EVALUATION AND FOLLOW UP

Once the child has attended the Service for a few days, educators will ensure they:

1. speak directly with the family to ask how their child and the family has settled into the routine of childcare
2. welcome any questions or concerns the family may have
3. provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)
4. request families to offer suggestions of how the Service could improve the orientation process (completing a orientation feedback form)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Australia Children’s Education & Care Quality Authority. (2014).

Australian Government Department of Education. (2009). *Belonging, Being & Becoming: The early years learning framework for Australia*.

Education and Care Services National Regulations. (2018)

Guide to the National Quality Framework. (2017). (Amended 2020).

Revised National Quality Standard (2018).

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

Review:

POLICY REVIEWED BY:	Kazz Van Der Meer	Managing Director	08/03/2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
MODIFICATIONS	<ul style="list-style-type: none"> • No changes or modifications 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2022	<ul style="list-style-type: none"> • Annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023	

	<ul style="list-style-type: none"> • continuous improvement/reflection section added • Removed Orientation Survey from Appendix 	
November 2021	<ul style="list-style-type: none"> • Policy reviewed- no major changes • sources checked for currency 	November 2022
November 2020	<ul style="list-style-type: none"> • small edits within policy • additional information related to transitioning to a new room added • Orientation Survey added to policy as Appendix 	November 2021

APPENDIX 1-

ORIENTATION SATISFACTION SURVEY FOR NEW PARENTS

At '**Name of Service**' we are continually committed to improving the early childhood experience for you and your child/children. To do this properly, we need to know how you feel and then respond swiftly to your suggestions.

When convenient please complete the following survey. The information will be used to critique the Service's initial orientation process.

A rating of '1' meaning, needs improvement and a rating of '5' meaning, outstanding					
Relevance of information provided in the orientation package	1	2	3	4	5
Relevance of information provided verbally	1	2	3	4	5
Staff friendliness	1	2	3	4	5
Staff punctuality	1	2	3	4	5

Please answer <u>Yes</u> or <u>No</u> to the following:			
Were you provided with sufficient information prior to orientation?	Yes	or	No
Did you receive a detailed tour of your child's room?	Yes	or	No
Did the Service/room feel welcoming?	Yes	or	No
Was there adequate time made for you and your child for orientation?	Yes	or	No
Were you introduced to your child's educators?	Yes	or	No
Were you introduced to all staff members?	Yes	or	No
Were you given an opportunity to ask questions?	Yes	or	No
Were your questions adequately answered?	Yes	or	No
Were you shown the location of the room's program & day journal	Yes	or	No
Were you given adequate suggestions on settling your child?	Yes	or	No
Did educators support you when leaving your child?	Yes	or	No
Were you shown the signing in and out requirements?	Yes	or	No
Were you provided with a Family Handbook?	Yes	or	No
Did you find the information in the handbook useful?	Yes	or	No

Were you provided with information about Child Care Subsidy?	Yes	or	No		
Did you feel safe when visiting our Service (sign in/out, WHS, COVID safe practices)	Yes	or	No		
Overall rating of the orientation and transition experience:	1	2	3	4	5

Please identify 3 areas that could be improved:

Please identify 3 areas that met your needs:

Thank you for your assistance

Quality Area 6: Collaborative partnerships with families and communities

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	Families have opportunities to be involved in the service and contribute to service decisions