



Continuity of Education and Care Policy

NQS

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
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QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the Service
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National Regulations

Reg	84	Awareness of child protection law
	123	Educator to child ratios
	155	Interactions with children

EYLF

LO1	Children feel safe, secure, and supported
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Aim

Little Souls Taking Big Steps aims to ensure the continuity of education and care of all children attending the Centre in the absence of their family members and/or primary carers. Little Souls Taking Big Steps will strive to ensure that all children feel comfortable and secure whilst being educated and cared for at the Centre.

Related Policies

Additional Needs Policy
 Educator and Management Policy
 Education, Curriculum and Learning Policy
 Excursion Policy

Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Relationships with Children Policy
Sleep, Rest, Relaxation and Clothing
Staffing Arrangements Policy
Child Protection Policy

Implementation

Continuity of Care

This refers to the policies and practices adhered to by all staff that will promote familiarity and security with routines, interactions and approaches. This allows familiar staff to be available to children and parents at all times.

- We recognise the importance of parents and children developing trusting relationships with familiar adults responsible for the families at the Centre. Our daily roster endeavors to provide a known and trusted staff member during the core hours of operation. This is particularly important for young children who are still developing their trust outside the family unit. Rostering provides a degree of predictability, stability and security for children, parents and staff.
 - If trusted educators are away on leave either short or long term, a suitable replacement will be provided internally.
 - If a staff member leaves the organization, we will endeavor to replace this staff member internally. However if this is not possible, a new educator will be introduced with the full support of existing staff to assist with orientation, procedures, policies, routines and interactions.
 - All staff must be familiar with policies, procedures, regulations, service assessment, staff and parent handbooks and be aware of any updates.
 - Any disruption with continuity of care will be communicated with all parties concerned via appropriate means. For example: discussions, posters, diary entries and newsletters.
 - Casual Staff: Little Souls Taking Big Steps will seek to employ the same casual staff where possible. When Little Souls Taking Big Steps employs casual staff, volunteers and work experience students, these persons will be engaged in an induction process that familiarizes them with Little Souls Taking Big Steps environment and the needs of children including Little Souls Taking Big Steps policies and procedures, staff handbook and description of roles and responsibilities.
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Communication and Supervision

Throughout the day educators will communicate about the experiences and needs of each child as new shift begins and ends. Educators will also support children in the transition between rooms and settings. Children with special needs that require extra assistance will be given support at these times. Parents and caregivers delivering and collecting the child will be encouraged to provide important information about their child's needs to staff, to ensure continued care can be provided. Children must be fully supervised at all times of the day according to National Early Years Framework child to staff ratios.

UNTIL DECEMBER 2015

24 months to 36 months	1:6
30 months to 36 months	1:8
36 months to 6 years	1:12
4 years to 6 years	1:13

Learning and Transitions

Group programming:

Little Souls Taking Big Steps ensures that all educators have a written, well-balanced program that suits the needs of all children both individually and within the group.

A program must include:

1. Written observations/learning stories
2. Daily/weekly plans
3. Evaluations
4. Child portfolios containing learning stories, evaluations and work examples

Educators will ensure the balance of the program in accordance with:

- Active vs. quiet activities
- Indoor vs. outdoor activities
- Group size variations
- Structured vs. unstructured activities
- Fine vs. gross motor
- Easy vs. challenging

- Stimulating
- Anti-bias
- Multicultural perspective
- Parents, family and community involvement

Individual programming

In the interest of high quality care for every individual attending the Centre, programs provided are well balanced and developmentally and individually appropriate. These programs include experiences appropriate for each child, following the guidelines in the Early Years Learning Framework.

Whilst programming, educators will consider:

- A) The age of the children and related developmental sequences
- B) Individual differences and needs
- C) Social and cultural influences

Routines and transitions

A sense of routine and positive transitions when planning allows educators to:

- Meet individual needs
- Have one on one interactions
- Build positive and trusting relationships

Whilst planning transitions, educators will:

- Prepare the children by providing warning of what is happening next and when.
- Ensure the routine is flexible
- Allow room for requests from other educators, family and children

Daily Routines

Children derive security from the basic structure and predictability provided by a routine. Educators are to ensure the need for routines are met with flexibility and spontaneity is catered for. The children's day should be organized according to routine which allows for adequate opportunities for balanced programming experiences, child initiated discovery and necessary routine activities. Daily routines should be displayed for comment and evaluation by parents, caregivers, staff, volunteers and children.

Routine should consider:

- Staffing and ratios
- Resources
- Age groups
- Interest and needs
- New experiences
- Children with special needs

- New challenges associated with increasing age etc.

Individual room routines

- It is the responsibility of the educators in each room to develop a routine appropriate to the wants, needs, abilities and interests of the children.
- Educators need to be aware of flexibility within routine to allow for events and incidents that are otherwise unplanned for.
- Educators must understand the importance of following basic routines and assist children through the use of guidelines.
- Show awareness that some children may have difficulties following a routine, be prepared and devise alternative activities with sufficient choices available.
- Show an appreciation and value the importance of children's attempts to master routine as a vital step toward independence.
- Utilize changes in routine to further develop skills and concepts including self-help, co-operation, hygiene, responsibilities etc.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: March 2015

Date for next review: December 2015