



Little Peanuts E.L.C

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Welcome to another addition here at Little Peanuts!

This month we would like to introduce another new member to the Little Peanuts Team: Miss Helen. Miss Helen has been in the Childcare industry for many many years and comes with lots of experience and knowledge. You will find Miss Helen down in the Green Tree Frogs room with Miss Diane, Miss Liz and Miss Rachael. Be sure to introduce yourself and say Hi. 😊

Expressions of Interest for a Community Phone Directory

If you yourself, a family member or a friend would like to list your business and phone number on a directory that will be published in our monthly newsletter, could you please email the centre at littlepeanuts@bigpond.com attention Teresa, with your details. This is our way of supporting our centre Community by providing them with details of services available to them.

Educator Room Changes

We would like to inform you of a few Educator room changes that have happened in our junior rooms. As of this week Miss Mikaylah is taking on a different role in our centre therefor Miss Brittany is now our Assistant Educator in the Baby Blue Birds. In the Pink Periwinkle Room we welcome Miss Tiana into the position of Assistant Educator working alongside Miss Tammy. These educators are both familiar with your children and we expect this to be a seamless transition for your child. Be sure to introduce yourself if you have not met these educators before.

Located in our newsletter this month you will find our highlighted Policy of the Month that we are reviewing. Please take the time to read and input any views or changes you think we should consider when updating the policy.

Upcoming Dates to Remember:

Harmony Week – 15th -21st March
International Womens Day – 8th March
Global Recycling Day – 18th March
Earth Hour – 26th March

Public Events:

Nanango Markets – 1st Saturday of Every month
Kingaroy Friendship markets – 3rd Saturday of Every month
Wondai Markets – 4th Saturday of Every month
Proston Show - 4 & 5th March
Yarraman Horse Ride – 5th March
Classic Car Show Blackbutt – 26th March
Wondai Garden Expo – 16th – 17th April

NEWS FROM THE KITCHEN –

Chicken & Veggie Meatballs

Fresh Ideas

Prep	Cook	Serves	Difficulty
15m	20m	8pcs	●●○○

Ingredients

500g Woolworths chicken mince

1 free range egg, lightly beaten

1/2 cup breadcrumbs, day-old

1 clove garlic, crushed

1 large zucchini, coarsely grated

1 large brown onion, coarsely grated

5ml olive oil cooking spray

1 tsp Woolworths balsamic vinegar

2 tomatoes, roughly chopped

1/2 bunch basil, leaves picked

Description

Get the young ones to tuck into these veggie-packed chicken meatballs. These healthier meatballs dipped in homemade tomato sauce will go down a treat.

Method

Step 1

Preheat oven to 240°C/220°C fan-forced. Line a baking tray with baking paper.

Step 2

Place mince, egg, breadcrumbs, garlic, zucchini and half of the onion in a large bowl. Using damp hands (see Tip), mix well to combine. Roll 2 tablespoonfuls of mixture into balls and place on tray to make a total of 32 meatballs. Spray meatballs with oil. Bake for 18 minutes or until golden and cooked through.

i **Tip:** Using damp hands to mix the mince mixture prevents it from sticking to your hands.

Step 3

Meanwhile, spray a small saucepan with oil and heat over medium heat. Cook remaining onion for 6 minutes, stirring, or until softened. Add vinegar, tomato and 1/4 cup water, then bring to the boil. Reduce heat to low and simmer, uncovered, for 10 minutes or until tomato has cooked down and sauce has thickened. Season with pepper. Remove pan from heat. Reserve a few basil leaves, then roughly chop remainder and stir into tomato sauce.

Step 4

Top meatballs with reserved basil and serve with tomato sauce.



ACCOUNTS - Important information!!

It is important to make sure your childcare fees are paid up to date. This means that your account is to be paid **IN FULL** by the end of the week that we are currently in and is to be 1 week in advance.

If your account is in arrears please make payment immediately or contact Louise or Amber to discuss options.

****As we have very limited vacancies, could you please call at the earliest time to advise of changes to bookings****

***Ezi-Debit, Centrepay and Direct deposit are the preferred payment methods.**

ARE YOUR CHILDREN SIGNED IN AND OUT CORRECTLY?

Safety of the children is paramount here at Little Peanuts. We take great care in ensuring that the environment is safe for you child. We need your help to ensure this by making sure that you shut all doors and as you arrive and pick up your child/ren.

**** Please advise an Educator or Louise/Amber that your child is arriving/leaving and you require them to be signed in or out for you ****

It is absolutely vital that ALL CHILDREN are signed in and out of the Centre and sighted by an Educator. Also please note... children can only be signed out as you are leaving the Centre for safety reasons.

Quality Improvement Plan

A Quality Improvement plan is a document that supports the Centre in delivering quality education and care and to plan future improvements.

Continuous improvement is very important to us here at Little Peanuts and we would really love for families to become involved in this process.

The Centre's QIP is located in parent's corner. The QIP has 7 quality areas.

- QA1: Educational Program and Practice
- QA2: Children's Health and Safety
- QA3: Physical Environment
- QA4: Staff arrangements
- QA5: Relationships with children
- QA6: Collaborative partnerships with families and communities
- QA7: Governance and Leadership





Collaborative Partnerships Policy and Procedure

Category:	Communication and Consultation	Version:	V2021.1
Effective From:	May 2021	Next Review:	May 2022

Policy Statement

Our service is committed to facilitating respectful, open and effective relationships with families, educators, community and others involved in the education and care of each child. We value families and respect their input, acknowledging the wealth of information and knowledge they have to share. We believe that children benefit most when supported by a team and connected to their local community.

Background and Guiding Principles

"Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

Families are the primary influence in their children's lives; they often have strong beliefs and values regarding the education and care of their children. When families and services collaborate and build respectful relationships, children have the opportunity to develop a positive sense of self and experience respectful relationships. As well, the child, the family and the service do not exist in isolation; they are part of a much wider community. Children benefit from services engaging with local communities because these partnerships strengthen children's interest and skills in being active contributors to their community. Collaborative partnerships are achieved when the service's philosophy has a strong commitment to valuing diversity, inclusive practice and connecting to the community."¹

"Research shows children are much more likely to reach their full potential in life when their family and education and care service work together. These benefits are evident when families and educators exchange information regularly and collaborate on consistent approaches to daily routines, child development and learning.

Things to consider:

- *When and how do you establish a positive relationship?*
- *How is collaboration with families valued and reflected in your service's philosophy, policies and everyday practice?*
- *Do educators show respect for the lifestyle and traditions of families?*
- *Do educators understand the requirements of the National Quality Framework?*
- *How do educators use and share resources and information for families on ACECQA's family - focused website, Starting Blocks?*

To establish relationships with the families at your service, you need to find genuine ways to listen to and communicate with families. In genuine partnerships, families and educators:

- *value each other's knowledge of each child*
- *value each other's roles in each child's life*

¹ "Guide to the National Quality Framework" Australian Children's Education & Care Quality Authority
September 2020

Policy of the Month – Collaborative Partnerships

Collaborative Partnerships Policy and Procedure V2021.1

- *trust each other*
- *communicate freely and respectfully with each other*
- *share insights and perspectives about each child and engage in shared decision-making.*

Your service can create partnerships with families by:

- *involving families in decision-making*
- *inviting families to participate in events at the service*
- *building a sense of community by helping families feel comfortable talking with staff and educators*
- *increasing family–educator collaboration in planning of quality outcomes for children.*

“A COMMON GOAL BETWEEN EDUCATORS AND FAMILIES IS QUALITY OUTCOMES FOR CHILDREN.”²

“Benefits of parent involvement

For children

- *Children perform better at school when their parents are involved in their education.*
- *Children settle better into school programs when their parents are involved.*
- *Children feel valued and important when their parents take an interest in their lives.*
- *Children observe and learn positive interactions through watching others interact.*

For staff

- *Staff experience a higher level of job satisfaction in an environment that encourages listening, respect and appreciation.*
- *Staff stress levels are reduced when staff and parents work in partnership.*
- *Staff can develop important social skills when they communicate with parents.*

For parents

- *Involvement gives parents the opportunity to discuss their child’s interests with staff, and to have some input into the program.*
- *Parents who are familiar with a program feel more comfortable about raising concerns and negotiating solutions with staff.*
- *Positive partnerships with staff can relieve parent stress.”³*

Strong partnerships start from introduction and must be maintained professionally and to the benefit of all participants. Open, respectful and regular communication are essential to strong relationships. Ways to connect and build relationships include, but are not limited to:

- Positive orientation processes
- Seeking information from and sharing information with families
- Encouraging family participation
- Inviting members of the community to share in the learning process
- Connecting with local agencies, organisations, businesses and groups
- Displaying local images

Client Service Charter

We value strong, positive relationships. Our commitment to what families and members of the community can expect from members of our service are outlined in our Client Service Charter, this document also outlines expectations for how families and community organisations interact with our team.

² *“Building Partnerships with Families”* Quality Area 6 Information Sheet Australian Children’s Education and Care Quality Authority (accessed on-line Feb 2021) https://www.acecqa.gov.au/sites/default/files/2018-01/QA6_BuildingPartnershipsWithFamilies.pdf

³ *“Involving Parents in School and Child Care”*, Raising Children Network -The Australian Parenting Website

Procedures and Responsibilities

All members of our service from leadership to educators through to families, children and community are expected to communicate respectfully and with kindness and understanding.

Leadership and Management Responsibilities, including Approved Providers, Nominated Supervisors and Responsible Persons will:

- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to compliance.
- Understand and comply with all aspects of this policy and related legislation and support team members to do the same.
- Lead a culture of reflection and regular review of policies, seeking feedback from educators, families, children and other community agencies and professionals as appropriate.
- Fulfil the expectations outlined in the Client Service Charter and Educator's Code of Ethics.
- Ensure all team members are aware of the Client Service Charter and support them to deliver these expectations.
- Share the Client Service Charter with families and encourage them to fulfil the service expectations.
- Display the Client Service Charter.
- Provide positive experiences for those interacting with our service, act professionally, positively and with kindness.
- Ensure information is provided to each family in a way that suits their needs. Ensure translated information is available as well as numbers to access interpreters if required.
- Be consistent, caring and confident in your communication with others.
- Share information with families on a range of topics to support their parenting role and understanding of the National Quality Framework and our service delivery.
- Be active participants in our local community and seek to share information about our local community with both families and children.

Educators and Other Team Members will:

- Be proactive in fulfilling the requirements of this service policy and related legislative requirements.
- Seek further guidance where required to fulfil your requirements.
- Report any concerns or non-compliance immediately to the Nominated Supervisor or Approved Provider.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Fulfil the expectations outlined in the Client Service Charter and Educator's Code of Ethics.
- Provide positive experiences for those interacting with our service, act professionally, positively and with kindness.
- Offer opportunities for families to share information and participate in the program.
- Openly and frequently share information with families about their child and the program delivery. Ensuring every family is greeted and communicated with at both arrival and departure.
- Be consistent, caring and confident in your communication with others.
- Actively learn about and show respect for the background, cultural identity and interests of each family and incorporate these into learning programs and practices.
- Engage in reflective practice and professional conversations with other educators about everyday interactions with families.
- Respect family's views and preferences and consider how best to implement these, taking into consideration relevant legislation, the philosophy, service policies and advice from recognised authorities.

Policy of the Month – Collaborative Partnerships

- Initiate conversations with families and be proactive in building relationships.

Families are asked to:

- Fulfil responsibilities under this policy and related legislative requirements.
- Understand that the service must take steps as required under legislative requirements and follow advice from recognised authorities.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Discuss any questions with the Nominated Supervisor or Responsible Person in charge.
- Fulfil the expectations outlined in the Client Service Charter.
- Share information about your child and family with educators and where possible contribute to the learning program.

Other Members of Community are asked to:

- Communicate respectfully and with kindness and understanding.
- Fulfil the expectations outlined in the Client Service Charter.

Communication

- Educators and Families will have access to this policy at all times.
- Information will be included in induction for new educator and be included in service handbooks
- Educators and families will be provided with opportunities to be involved in the review of this policy.
- Educators and families will be provided with information from this policy at the time of employment and orientation.
- Changes to this policy and procedure document will be shared with families and educators.

Enforcement

The failure of any person to comply with this policy in its entirety may lead to:

- Termination or modification of child enrolment
- Restriction of access to the service
- Performance management of an employee which may lead to termination

Related Policies and Forms

- Service handbooks
- Educator Code of Conduct Policy and Procedure
- Family Orientation Checklist
- Educator Induction Checklist
- Enrolment and Orientation Policy and Procedure
- Client Service Charter Poster
- ECA's Code of Ethics

Legislation, Recognised Authorities and Sources

- "Early Childhood Australia Code of Ethics" Early Childhood Australia 2016
- "Involving Parents in School and Child Care", Raising Children Network -The Australian Parenting
- "Business – Customer Service Charter" Australian Government
<https://www.business.gov.au/about/customer-service-charter> (accessed on-line Feb 2021)
- "Building Partnerships with Families" Quality Area 6 Information Sheet Australian Children's Education and Care Quality Authority Feb 2018. (accessed on-line Feb 2021)

Policy of the Month – Collaborative Partnerships

https://www.acecqa.gov.au/sites/default/files/2018-01/QA6_BuildingPartnershipsWithFamilies.pdf

- *“Guide to the National Quality Framework”* Australian Children’s Education & Care Quality Authority September 2020
- *Education and Care Services National Law Act 2010 (version February 2021)*
- *Education and Care Services National Regulations (version Oct 2020)*
- National Quality Standards
 - QA6 Collaborative partnerships with families and community

Review Information

<i>Dates of Revisions in past 12mths:</i>
March 2020
<i>Changes in this revision:</i>
<ul style="list-style-type: none">• Updated to new format including defined responsibilities• Updated sources and references