



NSW In Home Childcare Policies & Procedures



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Introduction to Home Based Education and Care Service

In July 2018, the Australian Government Department of Education and Training combined the former existing 'Home base programs; NSW Nanny Service (established 2016) and the In-Home Childcare program (established 2001) to provide a new home base program which comes under scope of the National Regulations and National Quality Standards.

As a result both programs had to come into line with other service types to provide families with a quality service type that could be utilised in conjunction with other services families were currently utilising as well as be affordable for families.

Also introduced in July 2018 was the reformed new 'Childcare Package' which superseded the Child Care Benefit Subsidy.

Families from both programmes were transitioned into the New Home Base Model as of 2nd July 2017.

Vision Statement

NSW In-Home Childcare is a pro-active organisation committed to supporting communities in NSW through a provision of an educative model which reflects best practice child care in the family's own home.

Through its delivery of the Home Based Education Program, our service is committed to quality childcare programs within the home environment. By recognising the United Nations the Rights of a Child, we recognise that the child is the foremost important focus of our core business. Therefore by building secure, trustful reciprocal relationships with the child, family, service providers and the broader community is central to our philosophy and practices and is intrinsic to providing quality outcomes for all families and children.

By creating a home base environment that is conducive to best practices as well as advocating for children's rights is paramount to our practice as Early Childhood Educational leaders. Educators have a professional responsibility in maintaining integrity in the promotion of genuine relationships among children, families, and the broader community. NSW In-Home Childcare has a significant role to play in raising the profile of our occupation and the importance of the early years in building and sustaining social capital.

Our service supports best practice through promotion, recruitment, training and monitoring child care in the child's home through ongoing learning and reflective practices which are vital components of providing quality early education and child care. Our service has a duty to ensure the ongoing professional development of our early childhood educators, and by doing so supports them in the ethical conduct of their practices.

Our philosophy and values underpin our practice and supports learning outcomes of the Early Years Learning Framework. Our service works continuously to promote best practice and strives for the betterment on behalf of children and families.

NSWIHC embraces a holistic approach in both teaching and learning, exploring and combining ideas and beliefs from a range of theories, attending to the whole child both as an individual and in the context of family unit, community and society, with a focus on collaboration, relationships and the environment.

NSWIHC extends its services to all areas of the greater Sydney region and Central Coast to provide specifically tailored child care to meet individual family's needs. We value family and are committed to promoting a sense of belonging for all children and families, through building open and honest communication that builds reciprocal trust and respect. We recognise the importance of the life of each family and work in partnership with them, sharing knowledge, ideas and skills, learning about each family's backgrounds, beliefs and values. By respecting the diversity, acknowledging families as experts in their own lives and of their children. By investing in the child's life through encouraging learning to support, exploration, investigation, listening to and intentionally scaffolding children's thoughts and ideas in order for children to become confident and involved learners. This is reflected through the planning and programming by educators.

NSW In-Home Care Philosophy

Our professional philosophy is guided by the values and beliefs of our team of staff, who are dedicated to working and supporting families in their unique situations during the period of time they receive our service. This is achieved by supporting and mentoring our registered educators in providing quality care for the child within their family environment, ensuring that practices are continuously reflected on the current recommended practices in National Regulations and National Quality Framework.

In relation to Educators, we believe a person who is honest, trustworthy, caring, nurturing, respectful ethical and supportive to the individual needs of the families they work with, reflects a dedicated In-Home Care Educator. Educators who are dedicated to continuously reflect and learn, regardless of their highest qualification and experience and, provide a service to the community without prejudice

We will support educators to be compliant of National Guidelines and IHC Standards as directed by Australian Government, continuously evaluate our service practices, to ensure all educators understand their responsibilities and accountability.

In relation to Families, we believe in working collaboratively with families, sharing a common goal for the wellbeing, care and education of their children. We endeavour to help the family by respecting and acknowledging families as expert's in their own lives, during the period of care by sharing information and communicating effectively. We will provide reassurance and when interacting, do so with the principles of 'accidental counselling' as our core approach.

In relation to the children, we will aim to support the holistic development of each individual child, to achieve their potential. We will foster the building of strong relationships between the child and the educator through consistent support, role modelling, education & care planning and reflection. We will interact with the children appropriately for their developmental level. We will respect the individuality of every child's needs and advocate for the positive development of that child's positive self-concept and self-esteem.

In relation to the broader community and Early Intervention Services, we will strive to be effective communicators, demonstrating professionalism, sound knowledge and advocacy of our service mandate and aim. We will liaise with various children's services, with the objective of informing them about our core business and how we can be accessed. We will maintain open and effective working relationships with all associated intervention services for the wellbeing of the child/ren and the empowerment of families.

Our service delivery defines the following values of our Licensee

- NSW Family Day Care Association
- Integrity and ethical manner about conducting our business
- Upholding values within the child care sector
- Providing services to members
- Participation of its membership
- Equality and fairness to staff
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NSW In-Home Care Services Staff

Our NSW In-Home Care Services Staff advocate for the rights and well-being of young children and their families, by respecting diversity, beliefs and opinions and honouring working in partnership with support and referral

Early Childhood Educators advocate for the rights and wellbeing of young children and their families.

Caring connections between educators, children and educators, and families and educators consolidate a quality early childhood curriculum that nurtures a sense of belonging and community.

Educators are committed to professional growth, and recognise the value in continuity between theory and practice that is interactive and serves to question, support, motivate and improve practice.

The acquisition of knowledge and skills is dependent upon an educator's ability to collaborate, research, theorise, facilitate, provoke, and participate in children's learning. Educators reflect upon program effectiveness and professional competencies.

A cohesive team respects and values the history, experiences and diversity of each team member. The combination of skills, background, life styles, culture and language of staff members enriches the community.

NSW In-Home Childcare Services Families and Children

A cohesive team respects and values the history, experiences and diversity of each team member. The combination

NSW In-Home Care Services seeks to promote an understanding that family interest and involvement is integral to the well-being of family and seeks this by working in collaboration with support services, family and educator to provide an environment that is conducive to best practice within the child's own home.

The uniqueness of each family and the significance of its culture, customs, language, beliefs, structure and perspectives are valued and reflected in the design and development of an innovative early childhood curriculum.

With the exchange of information, ideas and feelings, children are encouraged to develop strategies for negotiation and actively participate in planning and decision making

Experiences that promote an appreciation and acceptance of human diversity assist young children to recognise and challenge injustice and discrimination. In-Home Care support individual children and families with the maintenance of home language to nurture an appreciation for cultural and linguistic diversity

National Quality Standards Overview

Quality Area 1: (QA.1) Educational Program and Practice

Focus on ensuring that an educational program and practice is stimulating and engaging and enhances children's learning and development. For school age children the program should nurture the development of life skills, complimenting children's experiences, opportunities and relationships within the school, home and community.

Information gathered about child's background, likes, dislikes with family on commencement. Routines established and written out. Supplied to families.

Observations taken weekly on every child (minimum of 2 documented learning's per child)

When providing educational programs for children considerations for best practice:

- Children's opinions are considered on request and documented accordingly.
- A plan is available for the family that links to observations taken.
- Weekly reflection of practice is documented.
- Assessment of children's learning is recorded weekly for each child.
- At any given time, a **minimum** of 3 of these experiences must be accessible to children throughout the day.

This must include, but is not limited to:

- Drawing/writing
- Books
- Art/Craft (children to have choice of resources)
- Construction/manipulation
- Sensory
- Imaginative
- Active play
- Cognitive
- Children under the age of 12months who are not mobile should have a stimulating safe designated play area.
- Educators respect the meal plans families have for their own children, however consultation for healthy food choices for children can be discussed with the family.
- Children must be able to make decisions related to their day in care and given opportunities where ever practicable.

Quality Area 2: (QA2) Children's health and Safety

This quality area of the National Quality Standard focuses on safeguarding and promoting children's health and safety.

- All children have the opportunity for active, rest or sleep as required.
- Hygiene procedures are actively promoted i.e. hand washing, nose wiping, and toileting.
- Tables and bench tops are to be wiped down immediately prior to meal times.
- Children's and educator's hands washed immediately prior to meal times.
- Each child has individual implements for meal times and rest.
- Nappy checks/changes are to occur regularly throughout the day for example, morning tea time, before lunch or rest etc.

- Toys and equipment is maintained in a safe and hygienic manner at all times.
- Healthy eating is modelled and promoted. (as per standard 2.2.1)
- There are opportunities every day for active play (indoor, outdoor and excursions)
- Visitors book available and completed at all times.

Quality Area 3: (QA3) Physical Environment

Focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experience that promote children's learning and development.

- The children have access to inviting outdoor spaces.
- All equipment indoors and outdoors is in good condition and well maintained.
- Environments are flexible with enough room for all children to play together or separately.
- Play areas are inviting and free from clutter.
- There are separate areas for play and for rest/sleep.
- Children have access to more than one play area i.e. indoors, outdoors, dining room, lounge, playroom, bedroom etc.
- There are adequate amounts of play experiences and equipment/resources to ensure that all children's interest are catered for.
- Children have access to recycled materials and sustainable practices are embedded into the children's program.
- Children have access to natural materials everyday
- Sustainability i.e. recycling, water conservation, or growing plants are encouraged every day and is evident in the educational program.
- Children are provided with a degree of privacy when toileting /changing or bathing.

Quality Area 4: (QA4) Staffing Arrangements

This quality area focuses on the provision of qualified and experienced educators, Family Liaison Officers and managers being able to develop a warm, respectful relationships with children, creating a safe and predictable environment and encouraging children's active engagement in the learning program.

- All interactions between the educator and the parent/guardian as well as the educator and family, IHC staff are warm, respectful and considerate at all times.
- Educators to meet the minimum requirement in qualifications set by the Department of Education and training. Educators are to undertake at least 2 professional development courses per calendar year.
- Educator: Child ratio to be adhered to at all times.
- Educators must have current working knowledge of National regulations, Law Act, National Quality Standards and Frameworks and are adhered to at all times.

Quality Area 5: (QA5) Relationships with children

The focus is on relationships with children being responsive and respectful and promoting children's sense of security and belonging.

Relationships of this kind free children to explore the environment and engage in play and learning.

- Physical, threats or emotional discipline towards children is unacceptable at any time.
- Educators must ensure responses and interactions with all children are positive, respectful and warm.
- Enriched care giving must be exercised at all times.
- Children have the ability to control some elements of their day in regards to; routines, food and activity choices. This should be reflected and visible in the program.
- The program should reflect that the children are provided with opportunities to ask questions, to voice their opinions and be listened to.
- Children are encouraged and supported where appropriate to manage their own behaviour in a safe and respectful way.
- Quality one on one time should be provided by the educators each day.

Quality Area 6: (QA6) Collaborative partnership with families and communities

This area concentrates emphasis is on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

- Orientation period is offered to all families and an induction conducted within their own home before commencement of care.
- Educators and service should make time available when requested by a parent/guardian.
- All family requests should be respected and acknowledged. Where appropriate, should be acted upon or incorporated into the daily program and routine.
- Children should have opportunities to engage with the local community through excursions or incursions and discussions, on a regular basis.
- Shared information with other agencies is available and utilised i.e. physio/speech therapist.
- Educators should seek feedback from the families about their individual quality of care provided

Quality Area 7: (QA7)

Effective leadership promotes a positive organisational culture and builds a professional learning environment.

- NSW In Home Care Service has a current philosophy available to families, educators and service staff. All documentation is current, up to date and easily accessible at all times.
- Educators will hold the service's current philosophy
- Educators will maintain a current individual plan with goals over a 12 month period in each Quality area.
- Educators will participate in the annual re-registration process.
- Educators will notify the service of any sick or annual leave.
- Educators will contact their Family Liaison Officer on days they are not working.

POLICY FEEDBACK FORM

Date:

Your Name:

Procedure Name:

Please write any comments or feedback here:

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All comments are welcome and will be considered and appropriate changes made during the policy review period.

NSW In Home Childcare Services POLICIES DECLARATION

I have read all the policies and procedures contained in this document as part of my contract with NSW In Home Childcare Services and am aware of my responsibilities whilst with the service.

Declaration:

I have read and understand the contents of the above policies and procedures and agree to abide by the policies and procedures of this document.

Name:

Signature:

Date:/...../.....

NOTE: Please print this page and the signed Declaration Form and return to NSWIHCS within 7 days of receipt of the policies and procedures.