



Orientation Policy

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. 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

Children (Education and Care Services) National Law	
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



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 informatively, 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 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 and interests. 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 4 orientation visits. These visits assist the child and parent / caregiver to adjust to a new setting and helps to make the transition from home to the Service composed.

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

- The cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- The family's needs in relation to work or other commitments
- The family's previous knowledge or experience of other children's services
- Any additional needs of the child and/or their family
- The child's age
- Any court orders that are applicable to the child
- Service philosophy and curriculum



Management will ensure:

- The orientation process is well organised, flexible and informative
- 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.
- The family and child/children are introduced to the Educators in the room
- To create a welcoming environment and interact positively with the child and family
- The child and family is respected at all times, acknowledging the individuality of each parenting style.
- To encourage families to ring, email or visit the Service as often as they like once enrolment has commenced
- The child is allocated a Focus Educator
- Families are reassured if the child is distressed over a long period of time, the educators will contact them.
- Support agencies are contacted for children with additional needs
- Families know how to provide feedback.

Educators will:

- Greet children and families upon arrival
- Discuss with families the best transition process for the child
- Encourage families to say good-bye to the child when dropping off
- Phone families if the child remains distressed
- Encourage families to stay as long as they need to in order to reassure their child
- Seek information about the child and family throughout the orientation process.
- Create a welcoming and inviting environment

During the orientation of the Service, families will be:

- Given the Service enrolment form to be completed
- Provided with an outline of the Service policies which will include fees payment, sun safety, illness and accident and medical authorisation



- Provided with a Parent Handbook
- Spoken to about the enrolment fee and bond
- Shown the signing in/out process
- Spoken to about appropriate clothing worn to the Service, including shoes
- Informed about children bringing in toys from home
- Introduced to the child's Educators
- Taken on a tour around the Service
- Discuss medical management plan and allergies completed on file (if applicable)
- Advised about the daily report/journal and how parents can view this
- Introduced to the room routine and Service program. This includes portfolios (If applicable) and the observation cycle.
- Informed about Service communication – meetings, interviews, newsletters, emails etc.
- Informed about wearing sun safe Hats and application of Sunscreen
- Able to set Family Goal's for their child
- Asked to confirm their preferred method of communication.

Room Transition

- Children will only be transitioned when they are ready in all aspects of their development and in accordance with their age
- Room transitions will occur once there is a vacant position for the child
- Management will consult with families when a child is transitioning to the next room, discussing their expectations and requirement to ensure the child settles into their new environment.
- Management and Educators aim to ensure the transition between rooms is positive and smooth, communicating with families about how the transition is progressing.

Source



- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standard (NQS)
- Managing Emergency Situations in Education and Care Services
- Revised National Quality Standards

Review

Date Reviewed	Modifications	Next Policy Review Date
February 2019		February 2021