

Mimi Kindergarten



Parent Handbook

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ABN No: 51 369 113 852

Service Provider No: 555 001 444B

Excellence and innovation in Early Childhood Education

Welcome to Our Centre

Mimi Kindergarten is a privately run long day care centre that was established during the 1950's as a kindergarten and children's guesthouse. Mimi Kindergarten recognises that families are children's first and most influential teachers, through working in partnership with families Mimi Kindergarten educators build on the foundations of understanding each other's expectations and build on the strength of each other's knowledge and engaging in shared decision making. The kindergarten has

current accreditation from the National Childcare Accreditation Council. We are licensed for 38 children a day aged between 2 and 5 years of age. Our additional services include Before & After School Care (O.O.S.H.) and Vacation Care (which is located at Cronulla Public School on Burraneer Bay Road). Please see an Educator for any additional information you may require about these services.

Educators/Staff

All of our educators/staff are highly trained, qualified and experienced, some of our educators have been with us for over fifteen years, which provides a continuity of care for our families and their children; we believe this is due to our high professional standards in providing an environment that not only meets the needs of our children and families but also our dedicated educators.

Hours

Our hours of operation are from 7am until 6pm, Monday to Friday. Please ensure that your child is dropped off and collected between these hours. Late pick ups are charged at a rate of \$10 per 10 minutes or part there of. The Kindergarten is closed on all Public Holidays and for a 2 weeks period over Christmas (please note there is no charge for this period). All Public Holidays must be paid for with the exception of Christmas Day, Boxing Day and New Years Day. We also encourage our parents to visit the centre at any time.

Fees

Fees need to be kept current each week or paid in advance. If your fees fall behind, your child's position in the centre will be in jeopardy and a late payment fee of \$5.00 per week will be charged. If childcare fees are more than two weeks in arrears, your child's position at this the centre will be terminated (Code of Conduct Policy- Parent Guardians). All absent days, public holidays and extra days must be paid for and will be charged accordingly. There is NO make- up days as we have restricted daily numbers.

Weekly payment envelopes are handed out at the beginning of the current week. Payment is expected by the Friday of each week.

Payment Options:

- Monies or cheques are to be placed in the envelope provided and the amount enclosed needs to be written on the front of the envelope and included your child's full name. Fees are then placed in the fee box located in the centre foyer.
- Direct Debit into the Commonwealth Bank Cronulla T/A Mimi Kindergarten BSB: 062-150 Account No 28015384 please include your child's full name next to any accounts payable.

Receipts will be placed in your child's Daybook or bag within 3 working days.

CRN Customer Reference Numbers

All families MUST REGISTER with their local family assistance office to obtain a customer reference No', for both yourself and your child, this is a legal requirement. Government subsidy will not be paid unless your CRN No's are provided to our service.

Child Care Benefit (CCB)

The CCB subsidy helps to support families with the cost of child care. Most families will be entitled to receive a percentage of there out of pocket expenses paid quarterly from the government.

The FAO uses your family's yearly income to determine your CCB% and notifies the centre of this percentage. You need to provide the FAO with our Service Provider Number which is 555 001 444B.

Child Care Rebate (CCR)

The CCR is a payment from the Australian Government that helps working families with the cost of child care. If you are using approved child care for work, training or study-related reasons the Government will provide you with 50 percent of your out-of-pocket child care costs, up to the annual cap. There are four ways to receive you CCR.

1. Direct to your approved child care service paid fortnightly
2. Direct to your bank account paid fortnightly
3. Quarterly payment to your bank account
4. Annual Payment to your bank account

When you choose a payment option, this option will be applied for the entire financial year.

How can I get more information on the (CCB) and (CCR)

For further information on your eligibility for CCB and CCR please contact the Family Assistance Office:

Access online services at www.familyassist.gov.au

Call 13 61 50

Email through www.familyassist.gov.au

If your child is away from the centre for more than 42 days in one financial year, you will no longer be eligible to receive the subsidy and will be expected to pay the fully daily rate. Each child is allowed 'Approved Absences' that are NOT counted towards the 42 days. These include the following;

- ✓ Illness only when a medical certificate is provided,
- ✓ Absentees due to non-immunisation,
- ✓ Rotating shifts or Rostered Days off when a letter from the parent's employer is provided stating the nature of work (it is at the FAO's discretion to accept this documentation),
- ✓ Periods of local emergency to be determined by the FAO,
- ✓ Court orders where the child is absent (this paperwork must be presented to the kindergarten),
- ✓ Attendance at a specialised kindergarten where appropriate documentation is provided.

When children are part of a shared custody agreement and the child is considered a dependant of two families the FAO will issue separate assessments.

Termination of Enrolment

Two weeks notice is required of the withdrawal of your child from the centre. Your account will reflect a charge of 2 weeks fees from the date of your notice of withdrawal.

Change of Personal Details

Please notify the centre ASAP of any changes of address, phone numbers or family situations so we are able to keep our records up to date, we will also request updated information each calendar year.

Arrival & Departure Procedures

Located in the foyer are the SIGN IN & SIGN OUT sheets. Please make sure you write the time you have dropped your child at the service and the time you have picked them up and initial beside it. The list is printed alphabetically. This is a requirement of the Department of Community Services.

You need to always deliver your child into the Centre and inform an educator that they have arrived. Please do not leave any child at the front door or SIGN IN desk. The same procedure is required at pick up time. The educators at Mimi Kindergarten are happy to discuss with you how your child's day has been. 😊

The only people who are permitted to collect your child from Mimi Kindergarten are those whom you have given WRITTEN permission to on the enrolment form or in writing. Faxed permission is not acceptable. We will ask for identification (a drivers licence is sufficient) when the person arrives to collect the child/children, identification will then be photocopied and placed in your child's file.

Orientation Program

Before your child starts at Mimi Kindergarten we schedule an orientation morning for your family and child to attend this is an opportunity to meet with educators and other families using our service, we believe that transitions are important in assisting children to understand routines and practices of a new setting and supports them to feel comfortable with the process of change, we recommend that you bring your child for a couple of visits with you to the centre in the weeks preceding their commencement. Times can be arranged for these visits with the Head Teacher in each room. Rest assured that educators at Mimi Kindergarten will give priority to nurturing relationships and providing children with consistent emotional support. Educators assist families to develop and maintain routines (separation rituals) for saying goodbye to their child.

You are welcome to stay and settle your child into the Centre and we encourage you to ring during the day/s to see how your child is doing, Educators are happy to fill you in on how your child's day is progressing.

Exclusion/Illness

Mimi Kindergarten does not under any circumstances care for un-well children. Please do not bring your child in sick. If your child becomes ill at the Centre you will be contacted and be expected to collect your child from the Centre. Should they have a contagious illness, head lice or a condition that requires medical treatment then you will be contacted and required to collect your child from the Centre. If your child has a high temperature you will also be contacted and expected to collect your child ASAP. In an emergency situation an ambulance will be called and the parent/and or emergency contact will be contacted immediately.

Here at Mimi Kindergarten as part of our accreditation process we regularly conduct immunisation audits of children, educators and staff. If your child's immunisation records are not kept up to date they may be regarded as unvaccinated and excluded from the centre in the case of an out- break of an immunisation preventable disease.

Safety and Emergency Procedures

The children at Mimi Kindergarten are taught simple and easily understood ideas about Occupational Health and safety and self care. Some of the topics we cover in our program include;

- Health and Hygiene,
- Dental awareness and care,
- Poison information,
- Emergency practice,
- Fire drills.

Mimi Kindergarten arranges for the Local Police and Fire Brigade Services to visit the centre to talk to the children about safety.

Daily Routine

Both the Possum and Dolphin rooms have on display both the summer and winter room routines. When dropping your child off you may like to help them put their bag in their locker. Mimi Kindergarten is a "Sun Safe" service all children have sunscreen applied and are to wear a sun hat before entering any outdoor areas of the service (please see the Mimi Kindergarten Sun safe Policy).

What to Wear & Bring

We recommend that you dress your child in weather appropriate clothing, and clothing that is suitable whilst they are at the service to promote children's comfort, safety and protection. (Please be advised that the children are involved in many sensory and craft experiences and will be wearing paint shirts), however we suggest that you dress your child in clothes that are easily laundered. Please ensure that your child is wearing appropriate footwear whilst attending Mimi's as the children are involved in many gross motor activities in the outdoor area we would prefer your child/children have footwear that protects their feet.

We recommend that your child's bag should contain;

- A change of clothes (clearly labelled),
- A supply of nappies for the day,
- Comforting item (if you feel is required),
- A jumper
- A drink bottle
- **Please supply a labelled hat that can stay permanently at the centre in your child's locker.**

To ensure your child/children's safety and wellbeing we would prefer if you did not allow your children to bring toys, pretend jewellery or make up to the centre. Small items like pretend jewellery can break and are occupational health and safety hazards.

Educational Program

At Mimi Kindergarten planning, assessment and evaluation are ongoing processes that underpin the educational program and involve educators in thinking about what is offered and why. Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage and are meaningful for children. It also involves providing families with many genuine opportunities to contribute to the development of educational goals and priorities for their child. Each room has a daily program that meets the developmental needs and interests of the children and is age and stage appropriate. The programming system we use at the Centre is derived from the Early Years Learning Framework, the aim of the Early Years Learning Framework is to extend and enrich children's learning from birth to five years and through to the transition to school. Fundamental to the framework is a view of children's lives as characterised by BELONGING, BEING and BECOMING. (For further information on the Early Years Learning Framework) please speak to an educator.

The programs in each room include observed interests of the children and any ideas and suggestions from parents, children or educators. All of these are combined and the program is balanced to cover development in all areas; social, emotional, cognitive, and physical & language. These maybe activities & experiences such as counting, shapes, matching, climbing, jumping, music & movement, being a kind friend, learning how to enter play, puzzles, problem solving, threading, dramatic play and learning how to grip a pencil just to name a few!!!

The Daily Programming Folder is located in each room and we encourage you to read it and add any ideas, suggestions or comments.

WE VALUE YOUR INPUT 😊

We also have an outdoors program that is planned and evaluated weekly.

Transition to School Program

We have a comprehensive Transition to School Program that is active throughout the year before your child goes to school (in the Dolphin's Room). We also incorporate other items and activities as the year progresses. Some of these include;

- ✓ Lunch box days
- ✓ Information technology
- ✓ Name recognition
- ✓ Pre-writing activities
- ✓ Group discussion about 'big school'
- ✓ Visits from and to local schools
- ✓ Dramatic play experiences for e.g. school uniform dress ups
- ✓ Social stories about starting school.
- ✓ Numeracy and literacy skill development

An outline of the Transition to School Program is provided during the course of the year and a guide Preparing Little Hands for School will be sent home for all Dolphin Room children. Please talk to an educator if you have any questions in regard to our School Readiness Program. A graduation evening is conducted annually and all families whose children will be making the transition to "Big School" are invited to attend.

Quiet Time

Mimi Kindergarten implements sleep and rest practices that are consistent with contemporary views about children's health, safety and welfare and meet children's individual sleep needs, children who do not require sleep or rest are given opportunities to engage in appropriate quiet play activities.

Meals & Nutrition

All your child's meals are provided for at the Centre in a nutritionally balanced menu that meets all the recommended daily intakes of minerals and vitamins as recommended by NSW Health. The menu is displayed in the foyer and on the front veranda. We provide morning tea, lunch and afternoon tea. Please do not bring inappropriate food in with your child as we try to teach the children about healthy eating choices within our daily program. We have a Parent Evaluation Form that we ask you to complete during the year to gain your feedback or any ideas you may have. Please feel free to discuss dietary concerns or suggestions with the kitchen staff.

If your children has special dietary requirements all attempts will be made to meet their needs, however if your child requires speciality foods we request that you supply a lunch box.

Parent Evaluation

During the year we may ask for your feedback via an evaluation form. You can use this process to let us know what you would like your child to learn or to work in partnership with educators to enable us to learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of your family. So we can better understand your child's needs.

Here is an example of the questions we ask on the evaluation form;

- Are there any specific developmental needs that you believe are important to your child's progress?
- What routines or practices that you do at home would you like followed through at the centre?
- What are your child's likes and dislikes? For e.g. food, interests, activities.....etc)
- Are there any cultural events you would like us to be informed of?

Mimi Kindergarten reviews centre policies monthly and a suggestion box and copies of all policies due for review is place at the service sign in/out area we would like to encourage all families to review our policies as your views and the wider communities is much valued

Please feel free to talk to an educator about any feedback you may have. ☺

Communication: Promoting a Partnership between the Centre & the families

Mimi Kindergarten believes that working in partnership with families contributes to building a strong inclusive community within the service. Continuous, honest open, two way communication with educators assist families to feel connected with their children's experience in education. There are many ways in which we promote communication and here are some of them;

- ❖ **DAYBOOKS** – Possum room children are given a daybook which is completed daily detailing the activities that your child engaged in, the daily menu, and information about your child's sleep/rest patterns and nappy change/toileting patterns. Please feel free to write any notes or ask any questions in your child's daybook. Dolphin room daybook is displayed at the SIGN IN/OUT area for parents to read daily. Dolphin room children are given a plastic envelope that is sent home daily containing notes and important information.
- ❖ **CHILDRENS PORFOLIOS** – Each child is given a portfolio and their focus educator will document with the children different learning experiences throughout their time at Mimi Kindergarten it will contain your child's art works, photos and special events at the centre as well as photographed and written observation's relating to the different areas of your child's development, you are welcome to add any photo's or pictures that may be of interest to your child. The portfolios are a beautiful keepsake from your child's early years and a wonderful way to promote partnership between families, community and the centre.
- ❖ **NEWSLETTER** – We publish a newsletter each a month it contains items such as; important dates at the kindy, any notices, helpful information about child development, thankyou page, monthly book review, policy review for your input and feedback, recipes, along with useful information about a variety of topics. We encourage parent participation in the newsletter and would be happy for any parent to submit any articles of interest.
- ❖ **MEMO's** – We regularly send home memo's regarding important information. We have a system in place whereas each child receives either a copy in their daybook or bag. Please check your child's bag for any memos.
- ❖ **INFOMRAL CHATS** – You may like to use the drop off or pick up times as a way to see how your child's day has been or pass on general information that might help educators interact with your child that day. For example...'we had a late night last night and my child is feeling tired today.'
- ❖ **TELEPHONE** – You may wish to ring the Centre if you would like to ask questions or have a discussion regarding your child.

- ❖ **APPOINTMENTS** – Appointments regarding any questions you may have or just to see how your child is progressing can be made with the Head Teacher of each room at a time convenient to you.
- ❖ **PARENT COMMITTEE MEETINGS** – We hold a Parent Committee Meeting every 3 months on a weeknight. All parents are invited and welcome to attend. We discuss a variety of topics and it is also a chance for you to put forward any ideas or suggestions and give feedback. It is also an opportunity to meet other members of our community!
- ❖ **COMPLAINTS OR GRIEVANCES** – If you at any time have a complaint or grievance about something then please talk to the Director or Authorised Supervisor. All matters will be kept confidential and we will endeavour to work together to find a solution that satisfies all parties concerned. Please read our Complaints Policy and Grievance procedure for further details.

Confidentiality

All matters regarding your child are treated with confidentiality at the Centre. Enrolment forms are locked away and only educators have access. Information obtained through observations are also kept confidential and kept in a locked cupboard. If you wish to look at your child's developmental notes then please ask one of the educators. Any other child's developmental records are not shown to any other persons except for members of staff. We require WRITTEN permission by the parent/guardian in order to discuss developmental issues or any other matters about your child to other parties including any specialists or doctors, for example.

Medication

All medication needs to be removed from your child's bag upon entering the centre and handed to a member of staff. You will also be required to fill in and sign a medication authorisation form before you leave. Medication will not be administered to any child without this slip being completed. If your child has an ongoing condition that requires daily medication eg. Asthma then you will be required provide the centre with a completed Health Management Plan from your doctor.

Accident Reports

Any time that a minor accident occurs at the Centre where your child is injured, an Accident Report is completed by staff and needs to be signed by the parent upon collection of your child. If the accident is serious then staff will contact you immediately. If your child goes home on the Mimi-Bus then a copy of the form will be completed and placed in your child's bag for you to sign and return to the Centre.

Mimi Kindergarten Policy and Procedures

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Mimi Kindergarten Philosophy



Children

Mimi Kindergarten believes children are unique and capable individuals, who come to our Service with their own interests, talents, skills, and ideas. We as Educators are well trained and passionate. We value, respect and appreciate this uniqueness. We believe children have a right to be active participants in their own learning and must be empowered to express their views and ideas. Mimi Kindergarten recognises a child's opinion must be valued for its validity to their perspective and their autonomy and that initiative needs to be respected. Mimi Kindergarten will protect and cherish the innocence of children providing a safe and secure environment. Mimi Kindergarten has embraced the Early Years Learning Framework (EYLF) and educators will work alongside your child to actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills and promote successful learners, confident and creative individuals and future active and informed citizens.

Family

We acknowledge that family is the most important and influential aspect in the lives of young children and the significance of their relationships cannot be underestimated. We aim to ensure we involve parents and families into all aspects of the programs development and implementation. We strive to develop positive, mutually respectful relationships with each family member, as we work in partnership to achieve the best possible outcomes for all. We believe that working in partnerships with families is central to ensuring continuity and progression in a child's learning, development and future success.

Program

At Mimi Kindergarten we feel that through a meaningful, integrated, emergent curriculum, Pedagogical Principals and the EYLF (Early Years Learning Framework) children will explore, create, discover, and imagine. Our programs will reflect planned and spontaneous experiences designed to support children's development in all domains. Through the EYLF, the program will see Educators use meaningful documentation, intentional teaching, (it's deliberate, purposeful and thoughtful), holistic practices, creating learning environments, valuing social and cultural contexts that foster interactions and conversations that are vitally important to learning, actively promoting children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills (EYLF).

Educators

Educators, Coordinators, and staff members at Mimi Kindergarten work collaboratively, affirm, challenge, support and learn from each other to further develop skills and to continually improve practice and relationships. Educators are responsive to all children's strengths, abilities and interests and value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning (EYLF). We aim to create an environment of trust and respect, where we work towards achieving a shared goal. Ongoing education and building professional knowledge is a critical aspect of staff's professional development. It is through accurate evaluation and assessment, which occurs when we critically reflect on our actions, that we are able to identify areas which may be considered a skill and those which may need further development. We recognise Educators/Staff as our Service's most precious resource and aim to provide them with a satisfying and safe working environment. Further we also appreciate the experience and skills of all Educators/Staff. We appreciate their dedication as an integral element of the success and long history of Mimi Kindergarten.

Community

Mimi Kindergarten strives to be seen as a Service of Excellence within the local and broader community, with a long history which values and promotes building connections between our service and communities with an understanding of the importance of involvement in all aspects of our program. A Service where community resources are utilised effectively and valued to enhance understanding, growth and development of individual children, families, Educators and Staff.

Environment

Children inherit connection to the natural world and, as Educators/Staff at Mimi Kindergarten; we understand that children often develop their ideas and understandings of the world around them from the information presented to them by the significant adults in their lives. Mimi Kindergarten Educators have a responsibility to model and present a positive and respectful approach to the environment. Mimi Kindergarten embraces diversity within our Service and the wider community, so that children view diversity with a sense of appreciation and wonder. Through respect, acknowledgement, appreciation and acceptance of diversity within our Community, our Service will embrace, celebrate and share traditions and cultures throughout our program. Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Mimi Kindergarten will cater for different capacities and learning styles and invite children and families to contribute ideas, interests and questions (EYLF).

The approved Provider/Nominated Supervisor will ensure that this philosophy is maintained and implemented at all times.

Source

The National Quality Standard for Early Childhood Education and Care and School Age Care

The Education and Care Services National Regulations 2011

Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

Date this Document was reviewed 2/04/15 date this document needs to be reviewed again 2/04/16

Mimi Kindergarten

AIMS GOALS AND OBJECTIVES

The Approved Provider/Nominated Supervisor, Educators, Volunteers and Staff of Mimi Kindergarten work collaboratively to affirm, challenge, support and learn from each other to further develop the skills to improve practice and to achieve the best outcomes for Children, families and colleagues. We believe that the early years of a child's life are their most influential. It is within these years that a child develops the foundation skills and abilities that will carry them through life. Our Educators and Staff feel that by being attuned to children's thoughts and feelings, this supports the development of a strong sense of wellbeing. Our aim is to communicate effectively with families, each other and the broader community to form partnerships, where Educators and Staff can develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through play. Fundamental to the EYLF is the view that children's lives and childhood is a time of **Belonging, Being and Becoming**.

We aim to:

- Work in partnership with parent's and families of the children
- Provide information contacts, referrals and support for the children, parents and families
- Use various methods of communication to gather and share information in regards to the service and individual children's development and needs
- Encourage parent's families and educators to be involved in the decision making within the service
- Provide a high quality care and learning environment.
- Provide a program based on the Early Years Learning Framework where all children experience learning that is engaging and builds success for life.
- Provide a safe, secure, happy and nurturing home like environment where children have a sense of belonging.
- Provide a place where childhood is a time to be, to seek and make meaning of the world.
- Provide an environment that has vibrant and flexible spaces that are responsive to interests and abilities of each child.
- Provide an environment rich in resources to stimulate learning and development.
- Provide Educators/Staff that are experienced in nurturing, caring and valuing children.

- Recognise, respond, to all children's strengths, abilities and interests. We value and build upon children's strengths, skills and knowledge to ensure their motivation and engagement in learning.
- Respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander children, and implement and support strategies used by children with additional needs to negotiate their everyday lives.
- Model and Practice ideas on health and hygiene
- Develop confidence in expression of creativity through a variety of medium e.g. Art, technologies and music
- Develop an appreciation of the natural environment
- Communication between educators, families and the wider community will convey mutual respect and equity
- Promote positive working relationships within the service and an atmosphere of openness for Families, educators and children

Source: Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

National Quality Standard for Early Education Care and School Age Care 2011

The Early Years Learning Framework 2009

Education and Care Services National Regulations 2011

Mimi Kindergarten

MISSION STATEMENT

At Mimi Kindergarten we acknowledge the importance of play in early childhood development. Play is very important, the most effective tool, and is central to a child's learning and development. Play is non threatening, spontaneous, and meaningful. Through play children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play they are showing what they have learned and what they are trying to understand. When children play with other children they create social groups test out ideas, challenge each other's thinking and build new understandings.

This is why play is one of the foundations of the Early Years Learning Framework. By using this Framework Educators/Staff will guide children's play by carefully designing learning activities and stimulating Indoor and Outdoor learning environments. We also acknowledge that each child is unique and therefore will progress at their own pace. The EYLF is a key component of the National Quality Framework which has been developed by Council of Australian Governments (COAG) to assist Educators to provide young children throughout Australia in their early years, opportunities to maximise their potential and develop a foundation for success in the future.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

- **Belonging** is the basis for living a fulfilling life. Where children feel they belong, because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life, and children need time to just 'be'-time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The Framework focuses on your child's learning. Educators will work in partnership with families in order to get to know their child well. At Mimi Kindergarten we will create a learning program that builds on your child's interests and abilities and communicate effectively sharing information about your child's progress. Through the Framework's five learning goals Educators will assist your child to develop:

- A strong sense of their identity (have confidence in themselves and to form friendships)
- Connections with their world (learn to respect the environment and cultural diversity)
- A strong sense of wellbeing (socially, emotionally & physically)
- Confidence and involvement in their learning (explore, create, learn, experiment)
- Effective communication skills (by using literacy and numeracy to communicate)

Source: Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

Date this Document was reviewed 02/04/15

Date this Document is due to be reviewed again 02/04/16

Date this Document was reviewed 02/04/2015

Date this Document is due to be reviewed 02/04/2016

Judith Hewison- Approved Provider _____ Date:_____

Nicole Skuse- Nominated Supervisor _____ Date:_____

Our child protection policy

Child Protection Policy

Purpose:

As Early Childhood Professionals the educators at Mimi Kindergarten takes their role as children's advocates seriously and each staff member is aware of the current regulations and issues surrounding child protection in a children's service and will act in accordance with them.

Scope:

As Mandatory reporters, all Early Childhood educators must report cases of suspected Risk of significant harm to the Human Services (Community Services). The centre will ensure the safety of children in care, fulfilling its obligations as Mandatory Reporters of signs of abuse.

Implementation:

1. Ensure all educators are fully informed of legal rights, responsibilities and procedures in relation to Mandatory Reporting of known or suspected abuse of a child if they have reasonable grounds to suspect that a child is at risk of significant harm by family, relatives, friends, educators or staff due to:
 - The child's basic physical or psychological needs not being met,
 - Unwillingness or inability to arrange for the child to receive necessary medical care.
 - The child has been, or is at risk of being physically or sexually abused or ill-treated.
 - Incidences of domestic violence, and as a consequence, the child is at risk of serious physical or psychological harm.
 - Behaviour towards the child which causes suffering, or is at risk of suffering serious psychological harm.
 - When a parent or carer has not arranged (are not willing to arrange) for their child to receive an education

- A series of acts or omissions when viewed together may establish a pattern of significant harm
- 2. Ensure confidentiality so the child is not at further risk of abuse, or intimidated.
- 3. Ensure supervision and visibility of children at all times in all indoor and outdoor areas, e.g. nappy change facilities with viewing window, have at least two educators on premises at all times with vision of each other and the children. Have two educators present or in view when changing nappies or washing children.
- 4. Never physically punish children by hitting, shaking, pinching: do not use abusive, derogatory, humiliating language or inappropriately punish children by withdrawing a child's food, rest or use of the toilet.
- 5. Minimise negative interactions between children and educators by discussing these issues with centre management and education through staff training.
- 6. Be aware that criminal and child protection checks are carried out on all children's centre educators and staff.
- 7. Document and record all information pertaining to any complaint of abuse by an educator/ staff member in the Centre Complaints register.
- 8. Inform the Department of Human Services (community services) of any complaint made by a parent of a child about an educator/ staff member. The complaint needs to be provided in written notices to the Director-General within one week after the complaint is made, and any action taken in response to the complaint is to be provided in writing to the Director-General as soon as reasonably practicable after the action is taken.
- 9. Inform the NSW Ombudsman in writing (form attached) as soon as the complaint is made about a staff member.

Mimi Kindergarten Child Protection procedure
Reporting risk of harm

The following is the protocol that the management at Mimi Kindergarten have implemented for educators/staff to use in the case of reporting a child in their care that they may have reasonable grounds to suspect as being of risk of significant harm, as is a requirement of section 27 of the Children and Young persons Care and Protection Act 1998/Children Legislation Amendment (Wood inquiry Recommendations) Act 2009 for Mandatory reporting.

1. Maintain confidentiality at all times.
2. Document and discuss any concerns with immediate supervisor
3. Supervisor to discuss and document the educators/staffs concerns and observations with the educator.
4. The Authorised Supervisor will support the concerned educator/staff to complete the Mandatory reporters guide available at the Keep them Safe website at www.keepthemsafe.nsw.gov.au the mandatory reporters guide is a tool to support Early Childhood

Educators in determining if a child or young person meet the risk of significant harm threshold the MRG is not a replacement for professional judgement.

- Step 1 – choose a decision tree
 - Step 2 – Answer the question using the definitions carefully
 - Step 3 – continue to answer YES or NO to questions based on your reading of the definitions until you reach the MRG final decision point.
 - Step 4 – Depending on the final decision recommended by the MRG, either makes a report to community services on 133627
5. If a report about concerns does not meet the threshold, educators must ensure that they play a role in monitoring and offering appropriate services to families
 6. After completion of the Mandatory Reporters Guide print and file for the recommended period.

References and Related Documents:

-Health and Safety in Children's Centres - Model Policies and Practices, 2nd edition revised, The University of New South Wales.

-Child Protection in the Workplace - Responding to allegations employees, 3rd edition, 2004, NSW Ombudsman.

- Children's Services Regulation 2004 under the Children and Young Persons (Care and Protection) Act 1998/Children Legislation Amendment (Wood inquiry Recommendations) Act 2009

-Early Childhood Australia Incorporated, Code of Ethics.

Education and Care Services National Regulations (draft) 2011

National Quality Standard for Education and Care School Age Care (draft) 2010

-United Nations General Assembly Convention of the Rights of the Child.

Sun Policy

Purpose

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early Childhood services play a major role in minimising a Childs UV exposure as children attend during times when UV radiation levels are highest.

Scope

Mimi Kindergarten's sun protection policy has been developed to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun.

Implementation

Our sun protection strategies are:

Outdoor Activities

The centre will use a combination of sun protection measures whenever UV Index levels reach 3 and above. This will include:

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.

Shade

All outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.

The centre will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

Hats

Staff and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- Legionnaire hat
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

Types of hats used :

Legionnaire hat

Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)

Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Sun protected area children will play if they are without a sun safe hat are:

Under the shade cloths in the yard

Clothing

When outdoors, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- Loose-fitting shirts and dresses with sleeves and collars or covered neckline
- Longer-style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

Sunscreen

All staff and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored. Parents are asked to apply sun cream to their own children before attending the centre. If you do not wish for your child to wear the service sunscreen you are required to put this request in writing and provide sun safe attire.

Babies

Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside. They will wear sun safe hats and clothing and small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

Role Modelling

Staff will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat (see Hats)
- Wearing sun safe clothing (see Clothing)
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- Using and promoting shade
- Wearing sunglasses that meet the Australian Standard1067 (optional)

Families and visitors are encouraged to role model positive sun safe behaviour.

Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to staff, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

Policy Availability

The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to staff, families and visitors.

Review

Management and staff will monitor and review the effectiveness of the sun protection policy regularly. The centre's sun protection policy must be submitted every two years to the Cancer Council for review to ensure continued best practice. Refer to the Cancer Council's guidelines and website www.cancercouncil.com.au/sunsmart for further information.

This centre agrees to enforce the above sun protection policy in line with the Sun Smart Early Childhood Program recommendations and to inform the Cancer Council NSW of any changes to the centre's policy and practices.

References and related documents:

- www.cancercouncil.com.au/sunsmart.

Date this document was last reviewed: 02/04/2015

Date this document needs to be reviewed again: 02/04/2016

Centre Coordinator

Judy Hewison: _____ Date: _____

Translation service If you would like our Educators to have this parent handbook translated or provided into another form such as audio or a different language, just ask us as we would only be too happy to assist with this 😊

Mimi Kindergarten Arrival and Departures and Delivery and collection of Children to and from the service Policy

Purpose:

Mimi Kindergarten will assist children, families, educators and all stake holders to feel safe, secure, and supported by implementing predictable routines, transitions and procedure's for arrivals and departures of families, educators and stake holders and the delivery and collection of children to the service.

It is a requirement of the Education and Care Services National Regulations 2011 and the Australia Children's Education and Care Quality Authority (National Quality Standard 2011) that the service provider ensures that all parents and educators and stake holders of Mimi Kindergarten are aware of and comply with all regulations and procedures in relation to arrivals and departures to the service and the Delivery and collection of Children to and from the service.

Scope:

It is our aim to ensure the health, safety and well being of all children, families, educators and stake holders. This is achieved through implementing a sign in and sign out procedure for arrivals and departures and a delivery and collection of children to and from the service procedure for releasing children and ensuring they are released only to parent's or authorised nominees.

(Definition) Authorised Nominee - Education and Care Services Law Act 2010, in relation to a child, means a person who has been given permission by a parent or family member of the child to collect the child from an education and care service

(This does not include a parent/persons who is prohibited by a court order to have contact with the child)

Implementation:

Mimi Kindergarten attendance record will be set out as follows

- Record the full name of each child attending the service

- Records the date and time each child arrives and departs
- Is signed by one of the following

- The person who delivers the child to the education and care premises or collects the child from the education and care premises
- Or a person who is an authorised nominee to deliver and collect the child from the premises by the child's parent or guardian.
- The nominated supervisor or educator

Located in the foyer is the Mimi Kindergarten SIGN IN and SIGN OUT sheets. Please make sure you write the times you have delivered and collected your child to the service and initial beside it. The sign in and out sheets are printed alphabetically and under the title's Possum Room and Dolphin Room.

Educators and parents will ensure children are given into the care of:

- A parent of the child
- An authorised nominee named in the child's enrolment record
- A person authorised by a parent or authorised nominee named in the child enrolment record to collect the child from the premises
- Leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record
- If taken on an excursion in accordance with division 6 of the Education and Care Services National Regulations
- Is given into the care of a person or taken out of the premises:
 - Because the child requires medical, hospital or ambulance care or treatment or
 - Because of another emergency

Procedure for Authorisation of nominee via phone -

In the rare incident of the service not being able to receive written authorisation for of a nominee to collect your child. For e.g when a parent is ill and not able to collect a child, permission will be granted via phone.

- Parents must inform educators of the full name of the authorised nominee.
- Parents inform educators of the estimated time the child will be collected from the service.
- The parent will then be informed by the educator that the nominee authorised by phone will need to produce identification upon arrival e.g. (drivers licence).
- The parent will need to inform the authorised nominee that they will need to initial and write the time in the service sign in and sign out sheet when arriving to collect the child
- Educators will then document the time and date the phone call was received and any instructions from the parents in a file note
- Educators will make a record under the comments section of the sign in and out sheet
- Educators will ask the authorised nominee for identification upon arrival at the service and the identification will be photocopied and placed in the child's file
- Educators will direct the authorised nominee to the sign in and sign out sheet for the authorised nominee to initial and write the time the child was collected

In accordance with the Education and Care Services National Regulation 2011, Mimi Kindergarten Supervisors and educators are authorised to sign your child in and out of the service and will do so in the following circumstances:

- In the case of an Emergency, where a child may require medical attention
 - When a child has been authorised to be transported to the service and home on the Mimi Kindergarten Bus, the bus driver on duty will initial and record the time in the sign in and out sheets when collecting and delivering your child, **ONLY** if parent's have signed and dated the authorisation to transport children between the service and home. (*Authorisation is located in the Mimi Kindergarten Enrolment Form*)

Educators sign in sign out procedure

- Upon arrival at Mimi Kindergarten educators must sign in the Mimi Kindergarten educators sign in sign out book under the correct day and date and record time of arrival
- When educators leave the premises for their lunch break they must sign and write the time they depart from the premises
- When educators return to the premises after lunch they must record the time they return and sign
- When educators have completed their shift for the day they must record the time shift has ended and sign
- At the end of every day two educators are responsible for ensuring the service is vacated of all children and that the sign in and out book is complete.

Mimi Kindergarten Procedures for supervising, and the arrival and departure of Visitor/Student and Volunteers

Supervision of Visitors/ Students and Volunteers

- When visitors/ students and volunteers are on the premises of Mimi Kindergarten they will be at all times under the direct supervision of a Mimi Kindergarten educator.
- Visitors/students and volunteers must comply with all service policies, procedures and health and safety requirements

Arrival and Departure sign in sign out procedure for Visitors/Students and Volunteers

Upon arrival at Mimi Kindergarten Visitors/Students and volunteers will be directed to the Mimi Kindergarten Visitor/Student/Volunteer sign in sign out sheet by a service educator and asked to complete the following:

- The date they have arrived at the premises
- Their full name
- Their reasons for being on the premises
- The time they have arrived at the premises
- Signature to clarify time they have arrived on the premises
- Time they have departed from the premises
- Signature to clarify the time they have departed from the premises

References and related documents:

Education and Services National Law Act 2010
National Quality Standard for Early Childhood Education and Care and School Age Care 2011
Education and Care Services National Regulations 2011
The Early Years Learning Framework 2009
Early Childhood Australia Incorporated, Code of Ethics.

-United Nations General Assembly Convention of the Rights of the Child.

Date this document was last reviewed: 02/04/2015

Date this document needs to be reviewed again: 02/04/2016

Centre Coordinator

Judy Hewison: _____ Date: _____

References and Related Documents:

The Early Years Learning Framework Australia 2009
National Quality Standard for Early Childhood Education and Care and School Age Care (draft) 2010

Complaints Policy & Grievance Procedure for Parents and Guardians

Purpose

The aim of the Mimi Kindergarten Complaints Policy & Grievance Procedure for Families is to provide a mechanism that encourages families of children attending Mimi Kindergarten to access grievance procedure whenever appropriate and to provide a fair and just conflict resolution process strengthening partnerships and contributing to the services quality improvement initiatives.

Scope

The complaints Policy and Grievance Procedure is based on the following principles

- That all families attending Mimi Kindergarten have the right to make a grievance and have it handled in accordance with our Complaint Policy and Grievance Procedure
- The Complaint Policy and Grievance Procedure should be seen by families attending Mimi Kindergarten to be a positive and productive mechanism and will be undertaken in good faith by both parties

- All families attending Mimi Kindergarten have the right to make a grievance without fear or recrimination
- All Policies and procedures need to safeguard the privacy of all parties involved and all documents secured in such a way as to protect their confidentiality
- Educators and families will work together to achieve a fair and reasonable outcome

Implementation

To ensure that these principles are met and that our Complaints and Grievance Policy provides access for all families, to a fair and just complaints handling mechanism we will:

- During the orientation process families will be given a copy of the Mimi Kindergarten Parent Handbook that contains information on the service Complaints Policy & Grievance Procedure and refers to the service Policy Folders located in the parent library and in both rooms
- Families are also encouraged to put forward any suggestions in the Mimi Kindergarten suggestion box located at the sign in/sign out area of the service
- Families are also encouraged to put forward suggestions in the Parent/Guardian Feedback forms that are included in our quality improvement planning process
- The nature of grievance can be but, is not exclusive to organisation/ program based/ or individual/ personal
- We welcome complaints and comments because they help us to reflect and continuously improve on best practice
- Families have the right to decide if whether they want to instigate informal or formal grievance procedures and to move from informal to formal as they see fit

Informal Grievance Procedure

It is expected that many concerns or grievance will be resolved in the first instances directly with the persons concerned through a process of discussion and local investigation

1. An informal grievance procedure can be initiated, contacting the any of the following the service Approved Provider, Nominated Supervisor or Service Certified Supervisor who's details are located at the front entrance foyer to assist in the resolution of the grievance, this approach can be instigated by way of personal interview or conversation, all information will be shared with the Service provider and Nominated Supervisor
2. During the interview or conversation both the family and either the Approved Provider, Nominated Supervisor or Certified Supervisor will endeavour to work towards a mutually satisfactory resolution
3. If a resolution is agreed upon, at the conclusion of this interview or conversation, both parties should be aware of the agreed upon steps to be taken to resolve the conflict and the time frame for the implementation of the steps to be taken to resolve the conflict
4. The service Approved Provider, Nominated Supervisor or Certified Supervisor in question will then be responsible for maintaining communication with the family and the Nominated Supervisor as to the progress of the resolution
5. If the service Approved Provider, Nominated Supervisor or certified supervisor feels that satisfactory resolution can be achieved without identifying the source of the grievance the confidentiality of the family will be protected
6. If however the service Approved Provider, Nominated Supervisor or certified supervisor feels that satisfactory resolution is dependent upon the identification of the source of the grievance this should be done in keeping with the Mimi Kindergarten Confidentiality and Privacy Policy Statement and with the overview of the Nominated Supervisor and service Approved Provider
7. At any time the family is unhappy with the progress towards resolution of the grievance they are free to move from informal to formal grievance procedure

Formal Grievance Procedure

Formal grievance procedure should be initiated by writing a letter outlining the nature of the grievance to the Nominated Supervisor or service Approved Provider, whichever the client is most comfortable with and completing a service Customer Complaint Form

Once a letter has been received by any of the above personal of Mimi Kindergarten the following formal procedures are to be entered into immediately

1. The recipient of the complaint (management) will acknowledge receipt of the grievance, in writing, within 5 working days of receipt of the letter, and inform the complainant that formal grievance procedures will now be instigated
2. The grievance will be investigated by the recipient of the complaint (management) who will obtain all relevant information from educators, staff and , the complainant and if necessary other stakeholders
3. An interview will then be scheduled involving all relevant parties and chaired by either the Nominated Supervisor or service Approved Provider, At this interview every attempt will be taken to resolve the conflict and a record of the interview including details of the strategies agreed upon to resolve the conflict will be prepared and distributed to all relevant parties (see attached-Customer Complaint Form)
4. Any resolution will contain a time frame of events and nominated a time, shortly after the expected implementation of the resolution strategies, for another interview to evaluate the results and determine if the grievance has in fact been resolved
5. All grievance reports are to be kept by the Director in a manner that will ensure the confidentiality of all parties involved. Copies of the report will be given to each of the parties involved, who will in turn respect the right to privacy and confidentiality of all other parties in the way they store and handle the report. Wherever possible all grievances will be resolved within a satisfactory time frame. If at any time the complainant is unhappy with the grievance procedure and feels that the grievance cannot be satisfactorily resolved it is their right to pursue the matter further by referring the matter to an external body for e.g The Department of Human Services
6. The Education and Care Services National Regulations 2011, requires that any complaints alleging that safety, health and wellbeing of a child was or is being compromised, or that the law has been breached the Australian Children's Educational and Care Quality Authority will be notified using the Notifications of Complaints and incidents (other than serious incidents), form this the form is at the back of this policy and can also be downloaded from <http://acecqa.gov.au/application-forms/>

Monitoring & Follow Up of Complaints

After a complaint has been made and steps have been taken to reach a resolution, it will be routinely monitored and followed up to ensure that the complainant is satisfied.

Quality Improvement Process /Reflection

Mimi Kindergarten Management and Staff will evaluate performance in handling the grievance procedure and use this knowledge to ensure continuous improvement of our service for children, families and all stakeholders

References and related documents:

The Early Years Learning Framework Australia 2009

- Early Childhood Australia Incorporated, Code of Ethics.
- United Nations General Assembly Convention of the Rights of the Child.
- National Quality Standard for Early Childhood Education and Care and School Age Care 2010
- Education and Care Services National Regulations 2011
- Education and Care Service National Law Act 2010

Date this document was last reviewed: 02/04/2015

Date this document needs to be reviewed again: 02/04/2016

Approved Provider

Judy Hewison: _____ Date: _____

Nominated Supervisor

Nicole Skuse: _____ Date: _____

Mimi Kindergarten Client Complaint Form



Date: ____/____/____

Clients Name/s:

1. _____ 2. _____

Address:

_____ Postcode _____

Phone: _____

Management handling complaint:

Nominated Supervisor Details: _____

The Service Approved Provider Details: _____

Complaint

Description: _____

Resolution strategies negotiated with Client:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Resolution strategy:

Action Plan for implementation of resolution strategy:

Clients Name: _____ Clients Name: _____

Clients Signature: _____ Clients Signature: _____

Scheduled date for interview to evaluate effectiveness of chosen resolution strategy chosen:

Date: _____/_____/_____

Outcome/Resolution:

I/we are satisfied with the way in which the complaint has been resolved

Clients Name: _____ Clients Name: _____

Clients Signature: _____ Clients Signature: _____

Mimi Kindergarten quality improvement process evaluates service performance in handling any grievance/complaint and will use this knowledge to promote continuous improvement for children, families, educators and all stakeholders

