June/July

2024 NEWSLETTER

Important Dates...

- Seniors visit – Tues 2nd July
- Power outage Thur 4th July
- Term 2 ends Friday 5th July
- School Holidays – Monday 8th to Friday 19th July - *Preschool closed*

Term 3 Upcoming events;

- Seniors visit – Tues 30th July
- Bush Preschool program starts in week 4, Term 3 – *from Monday 12th August for Possums & Tuesday 13th August for Wombats*
- Seniors visit – Fri 23rd July
- STEPS eyesight screening 20th & 22nd August
- School photos 10th & 12th Sept from 8:30am

JUNE/JULY 2024

'Like' us on Facebook:

www.facebook.com/springwoodpreschool

Visit our Website

for information & events:
www.springwoodpreschool.org.au

New Roof & Window replacement
at Preschool

During the upcoming holiday break we will be having a new roof put on the preschool as well as some windows replaced across the back of the preschool. So if you're passing by and see lots of work happening then you'll know what's going on and we'll have a fantastic new roof to unveil to families in term 3.

We like to support local businesses where we can and the work on the roof will be carried out by local roofers FRIAS ROOFING.

FRIAS ROOFING

We would like to take this opportunity to thank the committee for their support during this period of consultation.

The windows will be replaced as part of a grant we received through Sydney trains to cut the noise level from the passing trains and will be replaced by Master Building Solutions.

Please be aware that preschool is having work done on our electrical switchboard and we will be without power for a few hours at some stage on Thursday.

If you need to contact the preschool while our power is out, **please call on our Preschool mobile: 0478 576 158.**

Online Safety

Online safety is a big issue in our community, and it is important for families to understand how best to help young children. We have attached two pages from a fantastic resource... eSafety Early Years: Online Safety for Under 5s. This resource contains friendly reminders, strategies and information on how to support your child to develop safe habits when engaging with digital technologies and online platforms. We have attached the 'Be Kind' page and the 'Make Good Choices' page, supporting children to develop critical thinking skills in their engagement with technology. We hope you enjoy! *What are some ways you support your child to use safe strategies when interacting with online platforms/digital technology?*

Link:

https://www.esafety.gov.au/parents/children-under-5/online-safety-for-under-5s-booklet

Our team of Educators regularly engage in professional development. Meredith and Lisa recently completed training around consent and body safety. A suggestion from this was to remind families that each Educator is a *mandatory reporter*. This means that we are legally obligated to notify the Department of Community and Justice of any suspected incidents of child abuse.

Be kind

Show your child how to be kind and respectful online and model good habits around device use and online sharing.

Encourage positive online behaviour

Encourage children to be kind and respectful online. With babies you can model basic online and offline social interactions, like saying please, thank you, hello and goodbye. With toddlers and preschoolers, you can model and praise good online social interactions. You can also explain that being kind online helps to ensure that everyone has a good time. Talk to preschoolers about the risks of cyberbullying as they get older and let them know you are there if someone is ever mean to them online.

Model good habits around device use

As you pick up your phone and focus on the screen, your child is watching and learning from you. Even very young babies are aware of the presence of screens and the attention and amount of time their parents devote to them. By demonstrating that you can put your phone down and concentrate on your child, you provide a really important model for them, no matter how old they are.

Model consent when taking and sharing photos of your child

As often as you can, ask your child if they would like to be in a photo before you take it. Do the same before you share a photo, video or write something about them on social media. Let them know who will see it, why you want to share it and respect their decision if they don't want to share it.

It may seem silly to do this with younger children, but the point is to model consent and respectful data sharing practices from an early age. This practice will come in handy when they start to share photos online.

Be mindful of what you share online about your child, as this may form part of their lasting digital footprint.

Make good choices

Help your child to think critically about the content they watch and how they spend their time online.

Explore quality content together and encourage critical thinking

Get involved and take the time to sit with your child and watch their favourite program or play their favourite game together. Ask toddlers and preschoolers questions and be curious about their answers. Why do they like it? Why do they want to watch or play it? Tell them why you like it or don't like it.

Encourage them to think critically and question things. Inject more variety into their screen time by following their interests and choosing quality content you can explore together.

Build good habits together

How devices are used and managed in your home is important. Decide on the right amount of screen time for your child (see our advice later on) and talk with toddlers and preschoolers about a 'time's up' strategy. You could use a timer and involve them in the process of setting the timer. It is also important to set clear rules about where devices can be used in your home and at what times.

Decide on the right level of supervision for online activities

Decide which activities will be 'explore together', 'supervised' and 'independent'. All new apps, games and content should be 'explore together' activities, in which you sit with your child and play or watch together. During 'supervised' activities toddlers and preschoolers can control the activity, while you remain nearby and talk with them about what they are doing. Once you and your toddler or preschooler know a game or app really well, it may be appropriate for them to engage in 'independent' activities, while you are nearby.

Nappy Change & Toileting Policy

Quality Area 2: Children's Health & Safety

Our Preschool aims to meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting. We believe that nappy-changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children's learning, meet individual needs, and to develop strong relationships with children.

Purpose:

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that children's bathrooms and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our Preschool will also ensure that nappy change and toileting routines are used as an opportunity for one-on-one interactions between the educator and child.

Scope:

This policy applies to children, families, educators, management and visitors of the Service.

Implementation:

Nappy changes and toileting routines are incorporated into our routine, both at designated times and throughout the day to meet children's individual needs. Educators will communicate with parents to develop continuity between our Preschool and home in regard to their child's nappy change and toileting practices. We will develop a toileting plan in consultation with parents to develop a consistent approach to toilet training. Educators must be responsive to special requirements related to culture, religion, or privacy.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Children who are in nappies will have each nappy change recorded and communicated to families in the afternoon. Educators will monitor the progress of a child's toilet training and communicate to parents.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that early childhood educators react to soiled or wet nappies, toileting needs, and toileting accidents give children powerful messages about themselves and their bodies.

Nappy changing and toileting routines are an excellent opportunity for educators to:

- conduct one-to-one interactions with babies, toddlers, and children, giving them undivided attention
- build trusting and caring relationships with babies, toddlers, and children
- interact with babies and toddlers using verbal and non-verbal communication and respond to children's communication
- participate in age-appropriate activities with children, such as singing, saying rhymes
- build children's understanding of what is happening by inviting them to the bathroom and supporting their ability to predict what will happen next in the routine
- help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and pride that come with this.

All educators will carry out nappy changing; however, at times if a student is required to carry out this as part of their practical requirements, they will be under the constant supervision of a qualified educator. Where possible, the infant/child's primary educator will change nappies for consistency and building trust.

Should a parent be in the bathroom helping their child, a staff member must accompany any other children needing to use the bathroom at the same time or be able to observe the bathroom through a viewing window.

Appropriate hygiene practices must be maintained, and procedures followed to minimise any risk of infection at all times. Educators will continuously role-model and promote healthy hygiene practices and hand washing procedures, encouraging and supporting the children to follow these practices.

THE APPROVED PROVIDER WILL:

- provide adequate and appropriate hygienic facilities for nappy changing and toileting
- ensure nappy changing and toileting areas are safe and do not pose a risk to children (Reg. 106)
- ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children
- ensure that the nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children using the facilities
- provide adequate supplies for nappy changing and toileting at all times
- ensure that adult and children's hand washing facilities are located within the children's bathroom area (Reg. 112)
- ensure handwashing posters are displayed in bathrooms and nappy change areas
- ensure nappy bins in the children's bathroom.
- ensure nappy bins are located out of children's reach, preferably in a child-proof cupboard.
- ensure nappy change procedures remain compliant and current.
- ensure nappy change table/mats are hygienically cleaned and kept in excellent condition at all times to reduce the spread of infection - no holes, cracks, creases
- mentor new educator on a hydraulic change table.
- ensure there are always 2 educators to assist with changing nappies, given sometimes children can often be 5 years plus and 2 educators support all safety concerns.

The Nominated Supervisor Will:

- implement policies, procedures, and training with educators to ensure nappy change procedures support children's safety, protection, relationships, and learning
- develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access
- ensure children's nappies are changed at scheduled regular intervals at a minimum
- ensure educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort.
- ensure hand washing procedures are displayed visually appropriate in children's bathrooms>
- request families to provide additional change of clothes for children who are toilet training

Educators Will:

- discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally sensitive
- provide information to families regarding children's nappy and toileting progress
- utilise nappy change times to interact with children, toddlers, and babies on an individual basis. The nappy change time will allow educators to converse, sing, play, and generally interact with the

child. This time is a particularly good time for supporting language skills.
- organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development.
- ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience
- ensure no child is left alone on a nappy change mat or bench
- ensure at the end of changing that the hydraulic change table is returned to locked carboard all times

Toilet Training

Our Preschool accepts enrolments of children who have not yet been toilet trained. Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency between home and the preschool in regard to their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.- we have a privacy screen available.

Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and early childhood professionals. This decision is based on mutual respect and open communication, which is crucial for a successful outcome. Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences, which must be respected by educators and staff.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

signs of toilet readiness may include:
- showing interest in the toilet, including having an interest in others using the toilet
- indicating a need to go to the toilet either before, or while they are passing urine or faeces
- beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled
- indicating a desire to sit on the toilet

It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and educators can expect accidents, which should be treated respectfully, without fuss, and in a supportive manner.

Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children. As educators we can take advantage of the child being in a group and the many opportunities that provides for learning from each other. Educators and families need to remember that comparing children is inappropriate as there will always be individual differences and variables.

Educators will:
- request parents to supply a clean change of clothing for children who are toilet training
- assist the child to use the toilet

- assist the child to get dressed (and if required, change into dry clothes)
- encourage children, especially girls, to wipe front to back to reduce introducing bowel bacteria to the urinary tract
- encourage children to flush the toilet
- encourage and assist children to wash and dry their hands thoroughly as per *Handwashing Policy*

If the child has soiled or wet their clothes:
- place soiled clothes in a plastic bag or alternative and keep these in a designated area for parents to take home- rinse any wet and/or soiled clothes
- wash their own hands after helping children use the toilet
- wear disposable gloves, paper towel, disposable cloths, detergent, if necessary, when dealing with spills- such as urine, faeces or vomit

Cyber Safety Policy

Quality Area 2: Children's Health & Safety

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Preschool is committed to create and maintain a safe online environment with support and collaboration with staff, families and community.

Purpose:

To create and maintain a cyber safe culture that works in conjunction with our Preschool philosophy, and privacy and legislative requirements to ensure the safety of enrolled children, educators and families. To set up systems and procedures to ensure that this is carried out in a respectful and confidential manner.

Scope:

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor and visitors of the Service.

TERMINOLOGY	
ICT	Information and Communication Technologies
Cyber safety	Safe and Responsible use of the internet and equipment/devices, including mobile phones and devices.
Netiquette	The correct or socially acceptable way of using the internet.

Implementation
- Parents/ Guardians have the right to personal information collected about their child however there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the service's duty of care to the child or where the children have provided information in confidence.

Implementation:

Cyber Safety encompasses the protection of users of technologies that access the Internet, and is relevant to devices including computers, iPads and tablet computers, mobile and smart phones and any other wireless technology (including personal wearable devices- smart watches). With increasingly sophisticated and affordable communication technologies, there is a candid need for children and young people to be informed of both the benefits and risks of using such technologies. More importantly, safeguards should be in place to protect young children from accidentally stumbling upon or being exposed to unsuitable material or content.

Our Preschool has demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for educators and families. Our educational software program provides families with up-to-date

Scan the QR codes to find us

information about their child's development in way of daily reports, observations, photos, portfolios and email communications.

The cyber safety agreement includes information about the software program, the Services' obligations and responsibilities, and the nature of possible risks associated with internet use, including privacy and bullying breaches. Upon signing the Service's agreement, families and educators will have access to the educational software program.

SOFTWARE PROGRAM
Our Preschool uses Hub Hello which is a password protected preschool family data base. The software is used to manage the payment and administration of the preschool.

Access to a child's information and development is accessed through educators via email which is protected by Springwood Computers.

Review of software: The Approved Provider will ensure the software has policies and procedures regarding safe storage of sensitive data before using the software,

The Director will advise the Approved Provided as soon as possible regarding any potential threat to security information and access to data sensitive information.

All Personnel using the software will have their own log in username and password.

The Approved Provider will review staff log ins on a yearly basis and ensure this procedure is followed by all staff and computer is monitored by Springwood Computers. All computers are inspected and cleaned very year. *Cyber Safety Procedure*

REVIEW OF CCS SOFTWARE PROCEDURE:

Review	How often	By Whom
All staff use an individual log-in to access 365	Upon employment & or Yearly	Springwood Computers, Administration Officers or Director
Privacy policy of software	Initial access to 365 software And as required- Springwood Computers protects all computers and software through cyber protection processes	Director
Any breaches of sensitive data relating to Enrolments	Upon notification Springwood Computers protects all computers and software through cyber protection processes	Springwood Computers, Administration Officers or Director

CONFIDENTIALITY AND PRIVACY:
• The principles of confidentiality and privacy extend to accessing or viewing and disclosing information about personnel, children and/or their families, which is stored on the Service's network or any device
• Privacy laws are such that educators or other employees should seek advice from Preschool management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)

• A permission to publish is gained by all by parents to ensure children's privacy, safety and copyright associated with the online publication of children's personal details or work
• All material submitted for publication on the Preschool Internet/Intranet site should be appropriate to the Preschool's learning environment.
• The Preschool management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access to sites.

THE NOMINATED SUPERVISOR & MANAGEMENT WILL ENSURE:

• All staff, families and visitors are aware of the Service's *Code of Conduct* and *Confidentiality and Privacy Policies*.
• the Preschool works with an IT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including firewalls can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools are fool proof; they cannot be a substitute for active adult supervision and involvement in a child's use of the internet.
• Backups of important and confidential data are made regularly (monthly is recommended)
• Backups are stored securely either offline, or online (using a cloud-based service)
• Software and devices are updated regularly to avoid any breach of confidential information
• families are referred to the *Dealing with Complaints Policy* and procedure when raising concerns regarding digital technologies and personal data
• all staff are aware that a breach of this policy may initiate appropriate action
• notify the Office of the Australian Information Commissioner (OAIC) .

This could include:

   o a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)
   o a data base with personal information about children and/or families is hacked
   o personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
   o this applies to any possible breach within the Preschool or if the device is left behind whilst on an excursion.

EDUCATORS WILL:

• Ensure to use appropriate netiquette and stay safe online by adhering to Preschool policies and procedure.
• Keep passwords confidential and not share with anyone.
• Log out of sites to ensure security of information
• Never request a family member's password or personal details via email, text, or Messenger
• Report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable.
• Ensure that children are never left unattended whilst a computer or mobile device is connected to the internet
• Ensure personal mobile phones are not used to take photographs, video or audio recordings of children at the Service
• Participate in professional development regarding online safety
• Ensure that appropriate websites are sourced for use with children **prior** to searching in the presence of children
• Use a search engine such as 'Kiddle' rather than Google to search for images or information with children (See 'Resources' section)

Scan the QR codes to find us

FAMILIES

- When sharing anything using technologies such as computers, mobile devices, email, or any device that connects to the internet it is important you and everyone else invited to your account understands about *netiquette* and staying safe online and ensures privacy laws are adhered to.
- When it comes to your own children, it is your choice what you share outside of preschool
- . Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to ensure that whatever is shared is in your children's best interests.
- Be mindful of what you publish on social media about your child as this may form part of their lasting digital footprint.
- Install Family Friendly Filters to limit access to certain types of content on devices such as mobile phones and computers.
- Install parental controls on streaming services to ensure children are not able to access inappropriate material.
- Consider developing a *Family Tech Agreement* to establish rules about use of devices at home.
- Sometimes other children in the Preschool may feature in the same photos, videos, and/or observations as your children. In these cases, never duplicate or upload them to the internet/social networking sites or share them with anyone other than family members without those children's parents' permission. All photos are deleted from IPads each team.
- Access further information about eSafety to help protect your children and be cyber safe.