

Plan of Management



**1A-C Dunmore Street North and
38 Albyn Street
Bexley NSW 2207**

16 June 2022

Table of Contents

Plan of Management	3
Objectives	3
Hours of Operation	3
Capacity of Centre	3
Centre Staffing	4
Staff Arrival and Departure	4
Family and Children Arrival and Departure	5
Centre Parking and Set Down	5
Daily Routine and Activities	5
Family Involvement	6
Program	6
Quality Assurance	7
Noise Management	8
Safety and Security	8
Kitchen	8
Workplace Health and Safety	9
Emergency Procedures	9
Rehearsal Evacuation (Every 3 Months)	9
Role of Educators	10
Nominated Supervisor's Role	10
Emergency Communication Plan	10
Insurance	10
Waste Management	10
Centre Maintenance	11
Complaint Management	11
Amendment to the Plan of Management	12

DOCUMENT CONTROL				
Revision	Status	Date	Prepared by	Revisions
0	Draft	9 June 2022	Dr Brenda Abbey	N/A
1	Final	16 June 2022	Dr Brenda Abbey	Parking, Location of waste bins

© Dr Brenda Abbey (**Childcare by Design**)

The technical and intellectual content contained within this Report is confidential and remains the property of Dr Brenda Abbey. The Report has been prepared for the express use of Sustainable Development Group Limited, and Dr Brenda Abbey does not endorse the use of this document by any third party without her prior expressed written approval.

Subject to the above conditions, this Report may be transmitted, reproduced or disseminated **only in its entirety**.

Plan of Management

The following Plan of Management has been created for the proposed Centre at 1A-C Dunmore Street North, 38 Albyn Street Bexley NSW 2207. It is consistent with the requirements of the:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard 2011
- Early Years Learning Framework 2009

The Centre's policies and procedures will reflect the contents of this Plan. They will also detail how parents and staff will be informed, and the Centre's actions if these are not followed.

Objectives

The Plan of Management is designed to ensure that the proposed Centre, its facilities, and its day-to-day operations comply with all relevant national, state, and council requirements at all times, and that the Centre provides high quality education and care programs for children. The objectives of the Plan of Management are to outline:

- Staff numbers, hours, responsibilities, and code of conduct.
- Hours of operation.
- Staffing.
- Code of Conduct.
- Access and Security.
- Workplace health and safety.
- Waste Management.
- Maintenance and cleaning procedures.
- How any operational impacts on neighbours will be minimised, including noise and parking.

Hours of Operation

The proposed Centre will operate from 7:00am to 7:00pm, Monday to Friday, 51 weeks per year. The Centre will close for one week over the Christmas period, and for Public Holidays.

Capacity of Centre

Each day, the Centre provides education and care for up to 49 children from 0 to 6 years of age. To facilitate children's sense of wellbeing and belonging, they are placed in small groups with educators and children familiar to them. These groups take into consideration the children's ages and Developmental stages.

The groups are:

Room	Age Room	Number of children	Number of staff
Activity Room 1	0 years – 2 years	12	3
Activity Room 2	2 years – 3 years	17	4
Activity Room 3	3 years – 6 years	20	2
Total number of children		49	9*

*Each group is cared for with educator to child ratios and qualifications in accordance with the Education and Care Services National Regulations 2011. In addition, a Director and a cook will be employed.

Centre Staffing

The proposed Centre recognises that educators are the key to high quality education and care programs. It will employ appropriately qualified and experienced educators in sufficient numbers to meet the staffing requirements detailed in the Education and Care Services National Regulations 2011. In addition, it is expected they will have diverse cultural and linguistic backgrounds and have varied professional and life experiences, bringing vitality to the Centre.

The Centre's Code of Conduct details the standards of professional conduct and integrity expected of staff in upholding the values and principles of the Centre. It reflects the ECA Code of Ethics 2016. The Code of Conduct forms part of the terms and conditions of the employment contract signed by each employee. Employees are expected to be guided by the Code when identifying and resolving ethical conduct issues that may arise in the course of their work.

The Centre is committed to continuously developing the professional knowledge and skills of its educators. In addition to their ongoing mentoring by the Nominated Supervisor/Educational Leader, educators are provided with professional development opportunities throughout the year. Educators sharing ideas with other members of the team is also encouraged. In addition, Lead Educators are also afforded time away from the children each week to prepare programs and to reflect upon their professional practices.

Staff Arrival and Departure

Eleven (11) staff (9 educators, 1 Director and 1 cook) will be at the Centre when it is operating at full capacity. The Nominated Supervisor will be a full-time employee working 38 hours per week. The remaining eleven educators will be permanent part time which provides latitude for them to be called upon to work for up to 37.5 hours per week if required. Staff will be provided with a roster and allocated their shifts fortnightly.

- Open shift commences at 6.45am.
- Close shift finishes at 7:15pm.
- Staff arrivals will be staggered between the hours of 6.45am and 10:30am.
- Staff departures will be staggered between the hours of 3:00pm and 7:15pm.

Family and Children Arrival and Departure

The proposed Centre has an open-door policy. However, in practice, children's arrival is usually staggered between 7:00am–9:00am and families generally collect their children between 4:00pm–6:00pm.

To comply with the Education and Care Services National Regulations 2011, all children must be signed in and out of the Centre and the actual time of arrival and departure recorded by the accompanying parent or guardian. It is this daily attendance record which is used to ensure that everybody in attendance has been evacuated in an emergency, so it is vital that it is completed. Parents will sign their children in as soon as they arrive at the Centre and sign them out immediately prior to departure.

No child will be released into the care of any persons not known to our educators. If we do not know the person by appearance, the person must provide a form of photo identification which evidences that they are the person authorised on the enrolment form to collect the child.

Centre Parking and Set Down

The site will accommodate two on-site car parking areas with a combined total of thirty-one (31) car parking spaces. Sixteen (16) of these car parking spaces will be in the at-grade car park near Dunmore Street North, three (3) of these spaces will be allocated to parents picking up and collecting their children from the Centre and five (5) spaces will be allocated to staff inclusive of one (1) accessible parking space. An additional fifteen (15) car parking spaces will be provided in a lower ground/basement carpark accessed from the at-grade car park.

Daily Routine and Activities

The following routine is indicative only.

6:45am	First staff members arrive to prepare the Centre for the day
7:00 am	Centre opens
7:00 am – 8:30 am	Combined/Family groups – indoor and outdoor child-initiated play
8:30 am – 11:30 am	Indoor/Outdoor teacher directed and/or child-initiated play for each group. Progressive morning tea for each group
11:30 am – 12:30 pm	Lunch time and then transition to rest time
12:30 pm – 2.30 pm	Rest time
2:30 pm – 3:00 pm	Pack away – progressive afternoon tea for each group
3:00 pm – 4:30 pm	Indoor/Outdoor teacher directed and/or child-initiated play for each group
4:30 pm – 5:30 pm	Pack away outdoor – children to pack bags with educator support
5:30 pm – 7:00 pm	Combined/Family groups – indoor and outdoor child-initiated play
7:00 pm	Centre closes
7:15pm	Final staff members leave after completing closing tasks

NOTE: All indoor and outdoor activities are supervised by the regulated number of qualified educators.

Family Involvement

The proposed Centre actively encourages family involvement and their communication about aspects of the Centre's operations such as the program and how it meets their children's needs. At enrolment, families receive a Parent Handbook which provides an overview of all aspects of the Centre's philosophy, curriculum and policies. In addition, information between families and the Centre is exchanged by means such as:

- Conversations at arrival and departure times.
- Sleep, meal and toileting charts.
- Programs (time tabled activities) displayed on doors to each room.
- Electronic notice board notices.
- Monthly newsletters and regular e-mails (at least fortnightly).
- Touch screen with suggestion and service rating App located at the sign-in/off area and e-notice board.
- Website.

Program

The Centre's program is informed by the Early Years Learning Framework 2009: Belonging, Being and Becoming. It is play-based and provides babies and young children with many opportunities to explore and learn about the world, and provides older children with opportunities to discover, imagine, create, make friends, test out ideas, challenge each other's thinking and build new understandings. In addition to engaging with children at these times, educators plan the indoor and outdoor learning environments and intentional teaching activities. Educators do so with the understanding that each child is unique as are their backgrounds and interests, and that each child's learning and development progresses at their own pace.

The Centre's goals for all children align with the outcomes of the Early Years Learning Framework. These outcomes are:

- **Outcome 1 – Children have a strong sense of identity**
 - Children to feel safe, secure, and supported
 - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - Children develop knowledgeable and confident self-identities
 - Children learn to interact in relation to others with care, empathy and respect
- **Outcome 2 – Children are connected with and contribute to their world**
 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment
- **Outcome 3 – Children have a strong sense of wellbeing**
 - Children become strong in their social and emotional wellbeing
 - Children take increasing responsibility for their own health and physical wellbeing
- **Outcome 4 – Children are confident and involved learners**
 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
 - Children transfer and adapt what they have learned from one context to another
 - Children resource their own learning through connecting with people, place, technologies and natural and processed materials
- **Outcome 5 – Children are effective communicators**
 - Children interact verbally and non-verbally with others for a range of purposes
 - Children engage with a range of texts and gain meaning from these texts
 - Children express ideas and make meaning using a range of media
 - Children begin to understand how symbols and pattern systems work
 - Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Quality Assurance

As an Approved Service under the Education and Care Services National Law, the proposed Centre is required to adhere to the seven quality areas of the National Quality Standard (NQS). These seven quality areas are:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

The New South Wales Department of Education's Early Childhood Education and Care Directorate will assess and rate the Centre's performance against these quality areas and decide upon the Centre's overall quality rating.

Noise Management

The design of the proposed Centre's indoor and outdoor play spaces minimises noise levels within, entering into and emanating from the Centre. It has incorporated the recommendations of the Report by ADP Consulting – Engineering issued 6 June 2022 to ensure the required indoor and outdoor noise levels are met.

Safety and Security

- **Access to the Centre** will be through one main entry point on the Dunmore Street frontage, largely traversing the pathway from the grade carpark to the entry. The entry will have an intercom and be PIN controlled. Parents and visitors without a PIN will be let into the premises by an authorised staff member after proof of identity has been obtained. Parents are required to sign their child in and out of the Centre each day the child attends. In addition, visitors, volunteers and students will be required to sign in and out of the Centre.
- **Emergency contact numbers** for essential services such as fire, ambulance, and police are prominently displayed in the reception area of the Centre. A landline telephone is available to educators to call these services in the event of an emergency.
- **Fire evacuation plans and fire safety equipment** are displayed in prominent positions throughout the Centre. All exit routes are kept clear at all times.
- **An indoor/outdoor safety checklist form** is filled in by staff after they have completed the daily audit to ensure the health, safety, and wellbeing of the children, and also the safety of the premises.
- **Pest inspections** are held annually and at any other time they might be required.
- All staff are trained in **First Aid, CPR, asthma, anaphylaxis, and child protection procedures**.

Kitchen

The kitchen has been designed and constructed, and will be operated, in accordance with the:

- Food Act 2003
- Food Regulation 2010
- FSANZ Food Standards Code
- AS 4674:2004 Design, Construction, and Fitout of Food Premises.

The Centre will employ a cook (permanent part-time) who has completed a recognised Food Handling Course and who will prepare food menus which have been reviewed by an Early Childhood Nutritionist and endorsed as consistent with recognised nutritional guidelines for children in childcare centres.

Workplace Health and Safety

Workplace health and safety procedures implemented in the Centre are consistent with the *Work Health and Safety Act 2011*. Further, the Centre will comply with state and national WHS standards, codes of practice, and best practice recommendations from recognised authorities.

The Centre is responsible at all times for the protection of the health and safety of anyone entering our premises and/or using our equipment. It is understood that there is a shared legal responsibility, commitment, and accountability by all persons to follow our Centre's Workplace Health and Safety Policy and Procedures.

Emergency Procedures

The proposed Centre Emergency Evacuation Diagrams and Procedures will be developed by a fire engineer at a later stage. The following guidelines consistent with childcare regulations and standards will be incorporated into these Procedures.

- Emergency evacuation procedures based on the Centre's floor plans will be prominently displayed near each exit.
- The Centre will maintain an up-to-date and portable register of emergency telephone numbers that staff must take with them in an emergency or evacuation. This list will be stored in the main office.
- Emergency telephone numbers will be displayed prominently above telephones:
 - In the office;
 - In each playroom.
- The Centre will ensure educators are provided with training on how to use fire extinguishers, fire blankets and other emergency equipment.
- Fire extinguishers, fire blankets, and other emergency equipment will be tested by recognised authorities, as recommended by the manufacturer. All tests will be documented.
- Emergency procedures will be discussed with families and regular information will be provided to families. Families will also be advised in writing whenever an emergency rehearsal has taken place.
- The Nominated Supervisor is responsible for ensuring that all educators, including relief educators and staff members, know the Centre's policies and procedures relating to Emergency Management and Evacuation, and what is expected of them in a rehearsal and/or real situation.
- Informal games and discussions (e.g. Get Down Low and Go, Go, Go) will be used to familiarise children with the Centre's evacuation and emergency procedures.

Rehearsal Evacuation (Every 3 Months)

- The Centre will add to each child's sense of security, predictability, and safety by conducting rehearsal evacuations every three months. All persons present at the Centre during the

evacuation rehearsal must participate accordingly.

- These rehearsal evacuations are documented and evaluated. Any improvements identified during these rehearsals are implemented.
- Parents will be informed when the rehearsals have occurred.

Role of Educators

- Return to the group of children you are working with (if it is safe to do so) immediately the fire alarm sounds. Assist other educators with the evacuation.
- Ensure sign in/out attendance sheets remain in the vicinity of that particular group of children at all times. If an evacuation is required, then a primary educator will collect that attendance sheet in the process of evacuating the children.
- Gather the children immediately the alarm has sounded and evacuate through the nearest exit to the designated safe area. Collect the sign in/out attendance sheet on the way out.
- Call the roll (primary educator).
- Supervise children to ensure their safety, and to settle and reassure them.
- Follow the Fire Evacuation Plan for your individual designated role (e.g. collect Fire Evacuation bag with emergency supplies).

Nominated Supervisor's Role

- Ring 000.
- Collect educator sign-in book, a telephone, emergency contact box and backpack.
- Check toilet, kitchen and playrooms.
- Follow children and other educators to designated area.
- Oversee and check attendances of children, educators, volunteers, families, and visitors.
- Supervise and reassure children.

Emergency Communication Plan

- At all times, the Centre will have access to a telephone.
- The Centre has a main telephone to be used in an emergency, located in the office area.
- In the event of a complete loss of electricity, and the telephones at the Centre are not functioning, the Centre's mobile phone will be ready to use at all times to ensure educators to make emergency contact. The Nominated Supervisor's/educators' mobiles could also be used.

Insurance

The Centre will maintain current insurance, which accords with the Education and Care Services National Regulations 2011.

Waste Management

Bins will be located in a designated area near the at-grade car park. This area will be inaccessible to

children. Staff will take waste to the bin area at least twice daily. Bins will be collected by the local council or a commercial contractor, as required.

Centre Maintenance

Maintenance at the Centre is initiated on a regular basis through the following processes:

- Maintenance checklist completed monthly by the Centre's directors, and any work required brought to the attention of the Approved Provider.
- Annual inspections to ensure buildings and outdoor spaces are maintained in accordance with regulations, standards and codes relevant to childcare.
- The Centre's cleaning procedures will be consistent with the Education and Care Services National Regulations 2011.

Complaint Management

The proposed Centre has Policies and Procedures which detail the processes by which the Centre will manage complaints. These processes include:

- A notice with the details of the Nominated Supervisor, the contact person for complaints, the Centre's telephone number and email, and the email of the Approved Provider will be prominently displayed in the entrance of the Centre.
- Formal complaints can be raised verbally with the Nominated Supervisor who will document the complaint clearly and objectively on the Centre's Grievance and Complaint Form.
- The Centre maintains a Grievance and Complaint Register of all complaints and actions taken in response to these complaints.
- The Register is reviewed regularly from the perspectives of the nature, recurrence (if any) and outcome to determine if the actions taken are consistent with the Centre's Quality Improvement Plan, and any changes to the Centre's Policies and Procedures that may be required. Each review is documented on a Grievance and Complaint Analysis Sheet.
- The Centre's procedure for formal written complaints is as follows:
 - Complaints are to be submitted in writing using the Centre's Grievance and Complaint Form.
 - Information requested includes the:
 - Name of the person making the complaint
 - Postal address and/or telephone number of the person making the complaint
 - Details of the complaint
 - Details of any witnesses.
 - Each complaint will be dealt with in the strictest confidence. The Nominated Supervisor/Approved Provider or delegated staff member involved in investigating the complaint will ensure that information is restricted to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed prior to disclosure.
 - The complaint will be entered into the Centre's Grievance and Complaint Register, and written acknowledgment that the complaint has been received sent to the complainant.

Plan of Management

- The Nominated Supervisor/Approved Provider will investigate the complaint in an equitable, transparent and fair manner, and document the findings. Investigations may involve consulting with the relevant stakeholders (including any person who may be the subject of the complaint) and reviewing documentation such as attendance records, accident reports and the Centre's Policies.
- Actions to address the complaint will be determined, and the complainant notified in writing.
- The Centre's Complaint Management processes will be reviewed every 12 months.
- Any online information related to the Centre provides details of the relevant contact person for complaints together with the process by which complaints can be lodged.

Amendment to the Plan of Management

If, in circumstances where experience shows that it is reasonable or desirable to modify any provision of this plan for the better management of the premises, that modification will be made to the Plan only with the consent of the relevant Council (whose consent shall not be unreasonably withheld).