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INTRODUCTION

Family Day Care is a community home based childcare service sponsored by the City of Whittlesea, licensed under the Education and Care Services National Regulations 2011 and Law 2010.

Family Day Care provides care for children in a safe family environment, with individual attention in a small group setting. The range of care options available within the Family Day Care service includes:

- Full time, part-time, and casual care
- Before and after school care
- School holiday care
- Respite care
- Care for children with additional needs

Educators are selected for their ability to provide education and care for the emotional and developmental needs of children in their care.

The Family Day Care Coordination Unit make regular, unannounced home visits at registered Educators' homes. Educators are trained in First Aid, Asthma and Anaphylaxis Management and attend ongoing professional development training.

All Educators sign an Annual License Agreement with Council and abide by the Education and Care Services Regulations 2011, Law 2010 and the Whittlesea Family Day Care Policy and Procedure Manual.

All Educators and their household members (over eighteen years of age) have a Working with Children Check and National Police Record Check before commencing. Frequent visitors to the Educators home or relatives staying for a short term maybe requested to obtain a National Police Record Check and/or a Working with Children Check. These checks are conducted in line with the Whittlesea Family Day Care Policy and Procedure manual.

All Family Day Care Coordination Unit staff members also have a Working with Children Check/VIT registration and National Police Record Check conducted in line with Council policy.

During the educators working hours, all visitors to the Family Day care residence are required to sign the visitors' log.



VISION STATEMENT

Whittlesea Family Day Care is committed to providing high quality early childhood and care programs that will:

- create vibrant self-sustaining communities together
- champion children rights and value their contribution to our community

VISION

Through valued partnership we will deliver professional education and care that is responsive to the needs of the children, their families and the community.

Children and families access excellence in education and care within the City of Whittlesea community.

MISSION

We will achieve this by:

- ensuring open communication between the Coordination unit and all of its stakeholders.
- encouraging families to be active participants in our service, collaborating and sharing information which supports their children's learning and development.
- maintaining a professional and responsive attitude to the families and children's changing needs.
- developing strong attachments with children which assist in individualised programs that meet the children's learning, development and well-being.
- allowing for intentional and spontaneous opportunities for children to develop their interest and skills as involved learners.
- regularly undertaking reflective practices.
- keeping a progressive work ethic and up to date knowledge of the industry.
- continuing to promote professional development for educators

VALUES

Whittlesea Family Day Care values, respects, and supports:

- educators as independent, capable, and competent Early Childhood professionals
- the principles and ideologies of the Early Years Learning Framework to create holistic approaches towards the care of every child in our service
- diverse and rich cultures within our community
- the importance of Aboriginal connection to lands, community, kinship, and culture
- families are the children's primary teachers and caregivers
- equity and inclusion for all children
- children's participation in a sustainable environment
- an environment that allows children to explore endless opportunities to expand their development, knowledge, and skill



BACKGROUND AND LEGISLATION

BACKGROUND

Under the [Australian Children's Education & Care Quality Authority \(ACECQA\)](#), a vision statement captures the values and beliefs of your team and helps define your service goals. An effective vision statement is short, simple and specific to provide clarity and understanding. Whittlesea Family Day Care philosophy supports the vision statement, and also relates to the purpose of services. It outlines what services aim to provide and endeavours to foster. The vision is a guide to support in making decisions for and with children that align with the service philosophy. The philosophy is a representation of the Whittlesea Family Day Care vision that outlines the purpose and principles under which services operates. It's another tool to assist with the navigation towards your shared desired outcomes.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 1: Educational Program and Practice
- National Quality Standard, Quality Area 7: Governance and Leadership

EDUCATION AND CARE SERVICES NATIONAL LAW 2010 AND REGULATIONS 2011

The purpose of the Education and Care Services National Law is to create a jointly governed, uniform, and integrated national approach to the regulation and quality assessment of education and care services.

NATIONAL QUALITY FRAMEWORK

The National Quality Framework has been designed to encourage continuous improvement of education and care services across Australia. One of its important features is that it sets out a series of National Quality Standards (NQS) against which all early childhood education and care services will be assessed and given a rating.

The seven quality areas are:

1. Educational Program and Practice
2. Children's Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with Families and Communities
7. Governance and Leadership

All Whittlesea Family Day Care policies and procedures are built on these key seven areas. You can find more information about the NQF and NQS at <http://acecqa.gov.au>.

All Early Childhood Education and Care Services are required to have policies and related documents in relation to certain matters under Regulation 168 of the Education and Care Services National Regulations.

NATIONAL QUALITY STANDARDS

1 - EDUCATIONAL PROGRAM AND PRACTICE

The aim of Quality Area 1 of the National Quality Standard is to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

2 - CHILDREN'S HEALTH AND SAFETY

The aim of Quality Area 2 under the National Quality Standard is to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection. All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.

3 - PHYSICAL ENVIRONMENT

The aim of Quality Area 3 under the National Quality Standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.

4 - STAFFING ARRANGEMENTS

The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

5 - RELATIONSHIPS WITH CHILDREN

The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

6 - COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

The aim of Quality Area 6 under the National Quality Standard is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

7 - GOVERNANCE AND LEADERSHIP

The aim of Quality Area 7 under the National Quality Standard is to support effective leadership and management of the service that contributes to quality environments for children's learning and development.

Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community.

An ongoing cycle of planning and review, including engagement with families, creates a setting for continuous improvement.

LEARNING FRAMEWORKS

An early year's curriculum or learning framework is defined as a set of principles and practices to guide those working with young children. The Victorian Early Years Learning and Development Framework and Framework for School Age Care are essential resources for services implementing the National Quality Standard. Combined, these frameworks outline fundamental components to inform and guide the delivery of nationally consistent and high quality experiences and programs in children's education and care across Australia.

Early Years Learning Framework

Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The EYLF has a strong emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Victorian Early Years Learning and Development Framework.

The Victorian Early Years Learning and Development Framework (VEYLDF) includes a range of discipline-specific guidelines and practice resources. It identifies five learning and development outcomes for all children from birth to eight years: Identity, Community, Wellbeing, Learning, and Communication. It provides practice principles to guide early childhood professionals to work together, with children and with families to achieve the best outcomes for every child.

Framework for School Age Care

My Time, Our Place: Framework for School Age Care aims to extend and enrich then wellbeing and development of school age children in education and care settings. It acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed, interact with friends, practice social skills, solve problems, try new activities and learn life skills.

FAMILY, EDUCATOR AND COORDINATION UNIT COLLABORATION

Families, Educators and Coordination Unit will be consulted in planning and reviewing service provision. Consultation may include, but not be limited to, email, letters, surveys and meetings. The service seeks to develop a collaborative approach and encourages feedback on any aspect of Family Day Care operations.

WHITTLESEA FAMILY DAY CARE POLICY REVIEW PROCESS

To assess whether the values and purposes of the policy have been achieved, the Approved Provider or Persons with Management or Control will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures (Regulation 172(2)) unless a lesser period is necessary because of a risk.



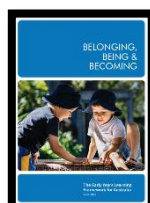
DEFINITIONS

The terms defined in this section relate specifically to this policy.

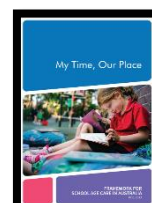
Approved learning framework: a guide which provides a vision for learning, pedagogical principles, practices and general goals or outcomes for children's learning and how they might be attained. It provides a scaffold to assist educators to develop their own, more detailed curriculum relevant to their setting and the children and families attending. *The Early Years Learning Framework V2 (Belonging, Being & Becoming)*, *the Victorian Early Years Learning and Development Framework* and *My Time, Our Place V2; Framework for School Age Care in Australia* are approved learning frameworks for use in Victoria (*refer to Sources*).



Victorian Early Years Learning and Development Framework



The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)



My Time, Our Place; Framework for School Age Care in Australia 2022 V2

Critical reflection: is a meaning-making process that assists informing future practice in ways that demonstrate an understanding of each child's learning, development and wellbeing and implications for equity and social justice. It involves examining and analysing events, experiences and practices from a range of perspectives to inform future planning and decision-making (*Early Years Learning Framework 2022 V2 – refer to Sources*).

Educational program: a program referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child:

- the child will have a strong sense of identity;
- the child will be connected with and contribute to his or her world;
- the child will have a strong sense of wellbeing;
- the child will be a confident and involved learner;
- the child will be an effective communicator.

Curriculum: in the early childhood setting curriculum includes all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning, development and wellbeing (*Early Years Learning Framework 2022 V2– refer to Sources; adapted from Te Whariki*).

Each child: A phrase used in the *National Quality Standard* when an individualised approach is warranted, and educators are required to modify their response to meet the needs of an individual child. An example is 'each child's current knowledge, ideas, culture and interests provide the foundation for the program'.

Educational Leader: The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (*Regulation 118*). This person should have a thorough understanding of the *Early Years Learning Framework* (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

Learning: is the process of gaining knowledge, skills and dispositions and from birth children naturally use exploration to expand their intellectual, physical, social, emotional and creative capacities. Life-long learning is acknowledged as a self-motivated process that extends intellectual, vocational and personal horizons which begins in early childhood and is continued throughout life. (*Early Years Learning Framework 2022 V2 – refer to Sources*).

Learning framework: Refer to approved learning framework above.

Learning outcome: A skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

Play-based learning: a context and a process for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.



SOURCES AND RELATED POLICIES

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA): www.acecqa.gov.au
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia V2*: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Department of Education (DE) Licensed Children's Services, phone 1300 307 415 or email licensed.childrens.services@edumail.vic.gov.au
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011, ACECQA: www.acecqa.gov.au
- *Guide to the National Quality Standard*, ACECQA: www.acecqa.gov.au
- Marrung – Aboriginal Education Plan 2016 – 2026: https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf
- My Time Our Place, Framework for School age care in Australia V2: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- *Victorian Early Years Learning and Development Framework – Resources for Professionals*: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>



ATTACHMENTS

- Attachment 1: Service Philosophy



AUTHORISATION

This policy was adopted by the approved provider of Whittlesea Family Day Care on 07 May 2024.

REVIEW DATE: 07 May 2025

ATTACHMENT 1: SERVICE PHILOSOPHY



Whittlesea Family Day Care

Our vision



We proudly acknowledge the Wurundjeri people of the Kulin Nation and the Taungurung people as the traditional custodians of the land on which our services are delivered. We are committed to embedding their ways of knowing, being, and doing—along with the importance of connection to Country—into our everyday practices to foster respect, inclusion, and a deep appreciation for the diverse cultures and histories that shape our community.

We respect and uphold to the United Nations Convention on the Rights of the Child, the Early Childhood Code of Ethics and the Child Safe Standards, ensuring a safe, ethical, and nurturing environment for all children in our care.

Children

- We respect each child's unique strengths, needs, and interests.
- We believe children learn best through play, exploration, and positive interactions with peers and adults.
- We recognise the right of Aboriginal children and young people to learn, grow and play in safe environments that respect and promote their cultural identity, free from discrimination.
- We encourage children's agency to discuss, problem-solve, question, and take risks in a nurturing environment.
- We promote healthy habits early, including good nutrition, hydration, physical activity, and hygiene.
- We support children to feel safe, listened to, respected and happy through a child safe environment.

Families

- We recognise families as the first teachers and value their insights about their children.
- We respect and value diversity of individual beliefs, race, culture, religion and choices.
- We provide information on local services, networks and schools to help families make informed decisions.
- We welcome family participation and input in our programs.
- We foster open, respectful communication and collaboration with families.

Environment

- We value and promote environmental awareness and sustainability.
- We view the environment as the "third" educator, influencing how children learn and grow.
- We promote outdoor play in nature, encouraging creativity and curiosity.
- We support risky play, allowing children to explore and take safe risks.

Professional Practice & Partnerships

- We are committed to creating a safe, respectful, and nurturing environment where children's well-being is prioritised, their voices are heard, and all educators uphold the child safe standards.
- We believe in open communication, respect, and collaboration with the educators and the Coordination Unit.
- We commit to continuous learning and sharing of knowledge through collaboration with each other and other professionals.
- We practice reflective thinking to improve our programs and interactions.

Community

- We build connections with community organizations and promote children's understanding of their community.
- We facilitate smooth transitions to enhance children's sense of belonging and well-being.