

Daisy's

Early Learning and Care



Family Handbook



What listening might look like at Daisy's Early Learning and Care?

Listening is when we understand that integrated knowledge unites our community.

Listening is when we are sensitive to the need to listen and to be listened to.

Listening is when we recognise diverse languages, codes and symbols people use to express themselves.

Listening means to listen internally.

Listening takes time.

Listening is asking questions.

Listening is observation.

Listening is emotion.

Listening is an active verb, giving meaning and value.

Listening is not easy.

Listening gives us visibility.

Listening creates relationships.

Listening is being aware.

Listening is being open to uncertainty, diversity and doubt.



Daisy's Early Learning and Care Together on Country

We begin our handbook by recognising the land and community that shape Daisy's.

At Daisy's, we acknowledge the Whadjuk people of the Noongar Nation, the Traditional Custodians of the land on which we learn and play. We pay our respects to Elders past and present, and extend that respect to Aboriginal and Torres Strait Islander peoples who are part of our community today.

We recognise that children are deeply connected to the land and its stories. By honouring the first educators of this Country, we commit to fostering a spirit of respect, inclusion and belonging for every child and family at Daisy's.

Our community is enriched by families from many cultures, backgrounds and experiences. At Daisy's, we celebrate these differences and work to create an environment where every child feels safe, respected and valued. By practising kindness, patience and understanding, we nurture harmony across our community and help children grow with a strong sense of identity and connection.



Building Strong Beginnings

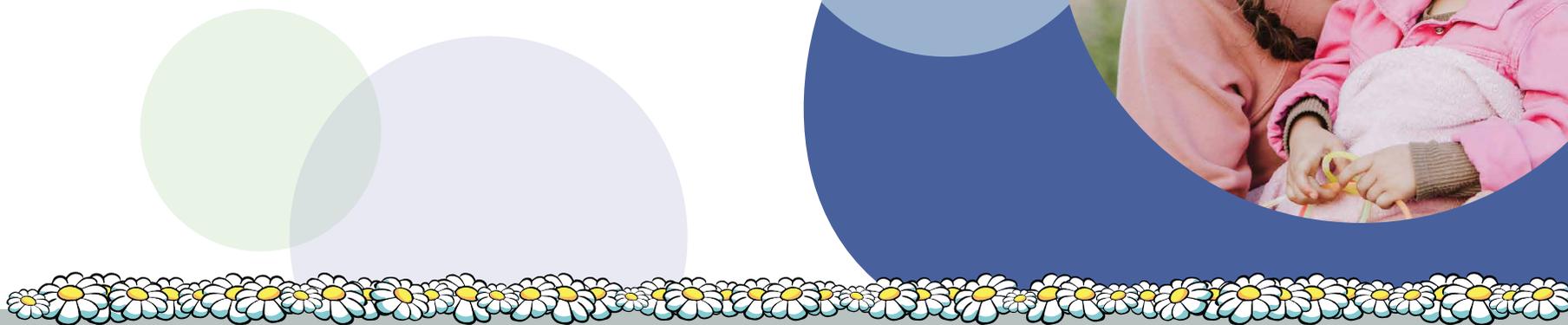
At Daisy's Early Learning and Care, we see families as the heart of our community. Your child's first experiences in education are precious, and we're here to make sure those moments are filled with joy, curiosity and security.

We believe children thrive when families and teachers walk the journey together. By sharing stories and goals, we create a partnership that celebrates each child's individuality and nurtures their love for learning.

When you join Daisy's, you become part of a caring community built on the connection between children, families and teachers. Working in tandem, we enrich each child's learning journey and create a strong foundation for their future growth.

“Love – We show kindness and patience to foster a true sense of belonging.”

Families are the first teachers, and together we build the foundations of care and trust that help children thrive.



Our Heart and Purpose

Children bring their own spark of curiosity, ideas and strengths. Our role is to nurture these qualities and guide them as they grow in confidence and learning. We recognise every child's right to play and the strengths they bring with them. Through play, children develop confidence, creativity and a love of discovery, which is the root of all meaningful learning.

Alongside play, we embrace the pedagogy of listening. Educating with attentiveness and sensitivity means every child feels seen and valued. We provide children with the space to express themselves and acknowledge their role in their learning journey.

Our philosophy is also shaped by slow pedagogy. By slowing down, children can enter a state of flow where deep concentration and engagement occur. This approach allows children to explore ideas fully, rather than being rushed through experiences. Our approach is enriched by the Early Years Learning Framework, together with insights from Reggio Emilia, Montessori and Inquiry Based Learning. Each of these perspectives strengthens our practice, helping us create environments that encourage curiosity and reflective thinking.

At Daisy's, we are committed to being nurturing caregivers, teachers who bring patience, care and presence into every interaction. We believe listening and patience are more than teaching practices; they are attitudes for life.

Our goal is to nurture children who are confident, curious and ready to embrace new challenges. We aim to create a learning journey that supports independence and strong foundations for future education. In doing so, we inspire an enduring enthusiasm for learning and a continuing joy in inquiry and discovery.

This philosophy creates a setting where children feel secure, families feel respected, and learning is full of joy and wonder.

Our values of listen, love, laugh and learn shape the way we work with children and families:



“Listen – We acknowledge every voice and make space for it to be heard.”

By listening deeply to children and families, we create learning that grows from their strengths and ideas.





The Story of Daisy and Earl

At Daisy's, we see education as a shared journey — between children, families, teachers and the values that guide us. Walking alongside us on this journey are two trusted partners in education: Daisy and Earl.

Together, Daisy and Earl symbolise curiosity, kindness, creativity and connection. They remind us that learning begins with wonder, grows through listening and flourishes in an environment filled with love, laughter and belonging.

As partners in our philosophy of Listen, Love, Laugh, Learn, Daisy and Earl carry our values into daily life. They help us share these principles in ways that are meaningful for children and families, making them a living part of Daisy's identity.



Play at the Heart of Learning

Play is children's natural way of exploring the world. It allows them to test ideas, solve problems, build relationships and develop new skills in a setting that feels enjoyable and safe.

At Daisy's, play is central to everything we do. Through both guided experiences and spontaneous exploration, children gain confidence, independence and creativity. Play also supports wellbeing by helping children manage emotions and build resilience.

Our teachers provide a balance of play opportunities: quiet and active, indoor and outdoor, imaginative and practical. Each experience opens up different ways for children to learn and grow.

By valuing play, we nurture curiosity and confidence, laying strong foundations for future learning.

“The child is made of one hundred. The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking. A hundred, always a hundred ways of listening, of marvelling, of loving.”

Loris Malaguzzi

At Daisy's, we see play as the space where these "hundred ways" come to life. Every child expresses themselves differently, through movement, words, imagination or quiet observation. By honouring these many languages of play, we open up endless learning opportunities.

“Laugh – Joyful moments in play build confidence and happiness in learning.”

Play brings laughter, and with laughter comes the freedom to explore and discover.



Respect in Action

Our Approach

At Daisy's, respect is at the centre of how we grow and belong together. We believe children develop best when they experience kindness, fairness and care in everyday interactions. Respect and inclusion are not taught as single lessons; they are woven into the way we speak, listen and act each day. Our teachers emulate respectful relationships so children see and feel what respect looks like in action. By modelling fairness, patience and empathy, teachers help children understand the importance of being respectful to people, place and community.

We Respect Our People

Every voice matters at Daisy's. We encourage children to show kindness, listen to others and make thoughtful choices. Teachers model patience and fairness so children learn how respect strengthens friendships and builds confidence.

We Respect Our Place

Our learning spaces, both indoor and outdoor, are designed to be safe, inspiring and cared for. Children are guided to take responsibility for their surroundings and to value nature as part of their learning. Respecting place means creating environments that invite exploration while protecting the world around us.

We Respect Our Community

Daisy's is enriched by many cultures, languages and traditions. We celebrate this diversity and encourage children to see differences as something to value. By learning about others, sharing their own experiences and celebrating together, children develop a strong sense of inclusion and belonging.

Our goal is for children to understand respect as something they live each day; in their relationships, in the way they care for their surroundings, and in how they value their community. This foundation helps them grow into thoughtful, compassionate individuals.

*“Love – We show kindness and patience to foster a true sense of connection.”
Respect is lived through care and connection, showing children that they are valued and capable.*



Our Daisy's Community

Every child deserves to feel part of a community where they are seen, valued and celebrated. Our centre brings together families from many different backgrounds, and this diversity enriches daily learning for everyone.

The *Early Years Learning Framework (EYLF)* recognises that respect for diversity is central to children's sense of belonging. At Daisy's, this means valuing differences in culture, gender, ability, age and social or economic background. We make sure these differences are recognised and reflected in the way we teach and learn together.

Our teachers respect diversity by celebrating the unique qualities children and families bring. In doing so, they help children build a strong sense of identity and grow in a community that welcomes everyone.

Families are invited to contribute their perspectives, stories and celebrations. By weaving these into our daily learning, children grow up with pride in who they are and an understanding that every person brings unique strengths to our community.



*“Learn – We support children to grow through inquiry, reflection and play.”
By celebrating differences and learning from one another, children discover that community makes us stronger.*



Our Service

Spaces for Growth

Our rooms are carefully designed to invite children into learning. They are filled with open-ended spaces and resources that allow for a wide range of play experiences. Areas flow naturally into one another, giving children the confidence to choose how and where they learn.

We see each room as a stage in a child's journey, but age is only a guide. Learning spaces are adapted to suit the developmental stage of each child, and decisions about the best room are made in partnership with families. This ensures every child feels secure, supported and challenged in ways that are right for them.

Spaces for Independence

Children are empowered to make choices in their day, whether that means selecting materials, moving between activities, or caring for their environment. This freedom builds independence and a sense of ownership over their learning.

Spaces for Exploration

Inquiry is encouraged through open-ended materials and flexible resources that invite children to ask questions, test ideas and discover through play. Teachers guide this process, helping children follow their interests and turn curiosity into understanding.

Spaces for Belonging

Every room is also a place for connection. Cosy corners, group areas and shared experiences help children feel safe, develop friendships and build a sense of belonging within the Daisy's community.



“Learn – We support children to grow through inquiry, reflection and play.”

Our rooms give children the freedom to choose, explore and connect, turning curiosity into growth.



Learning the Daisy's Way

At Daisy's, our curriculum is guided by the Early Years Learning Framework (EYLF) and shaped by three influential practices — Reggio Emilia, Inquiry-Based Learning and Montessori. Together, they form a learning approach that reflects our values of ***Listen, Love, Laugh and Learn.***

These practices are not followed in isolation. Instead, they overlap and support one another, helping us create environments where children feel capable, curious and connected. For families, this means you'll see your child returning home with ideas, stories and experiences that have grown directly from their own curiosity.

Reggio Emilia

Reggio Emilia places children at the centre of their learning. We see children as capable, competent learners with their own voices. Their questions, ideas and interests are not only welcomed but used as the foundation of projects and experiences.

This is where we draw deeply on the pedagogy of listening, slowing down, paying attention and recognising the many ways children express themselves.

For families, this may look like your child sharing a project that started with a simple question they asked in class. They will see that their ideas matter, and this builds confidence in expressing themselves at home and in school.

“Listen – We acknowledge every voice and make space for it to be heard.”

At Daisy's, listening is the starting point for all meaningful learning.



Inquiry-Based Learning

Inquiry-Based Learning supports curiosity as the driver of growth. Children are encouraged to ask questions, investigate, test their ideas and reflect on what they discover. Teachers guide these inquiries, helping children turn wonder into knowledge.

This approach connects directly to our practice of creating open-ended spaces. By offering materials and resources that can be used in multiple ways, children are free to follow their interests and explore problems without being rushed to answers.

For families, this may look like your child experimenting with new ideas, building structures, or investigating how something works. They learn that mistakes are part of the process, every attempt brings new understanding.

“Learn – We support children to grow through inquiry, reflection and play.”

At Daisy's, inquiry is woven into everyday experiences, helping children see learning as both joyful and meaningful.



Learning the Daisy's Way

Montessori

The Montessori approach values independence, respect and responsibility. We encourage children to make choices for themselves, take care of their environment and learn through practical experiences.

Montessori also reminds us that love is shown through patience. Teachers guide children gently, supporting them to succeed while allowing space for trial and error. This balance builds resilience, confidence and pride.

For families, this may look like your child pouring their own drink, packing away materials, or helping care for a plant. These small but important steps strengthen independence and help children feel capable in everyday life.

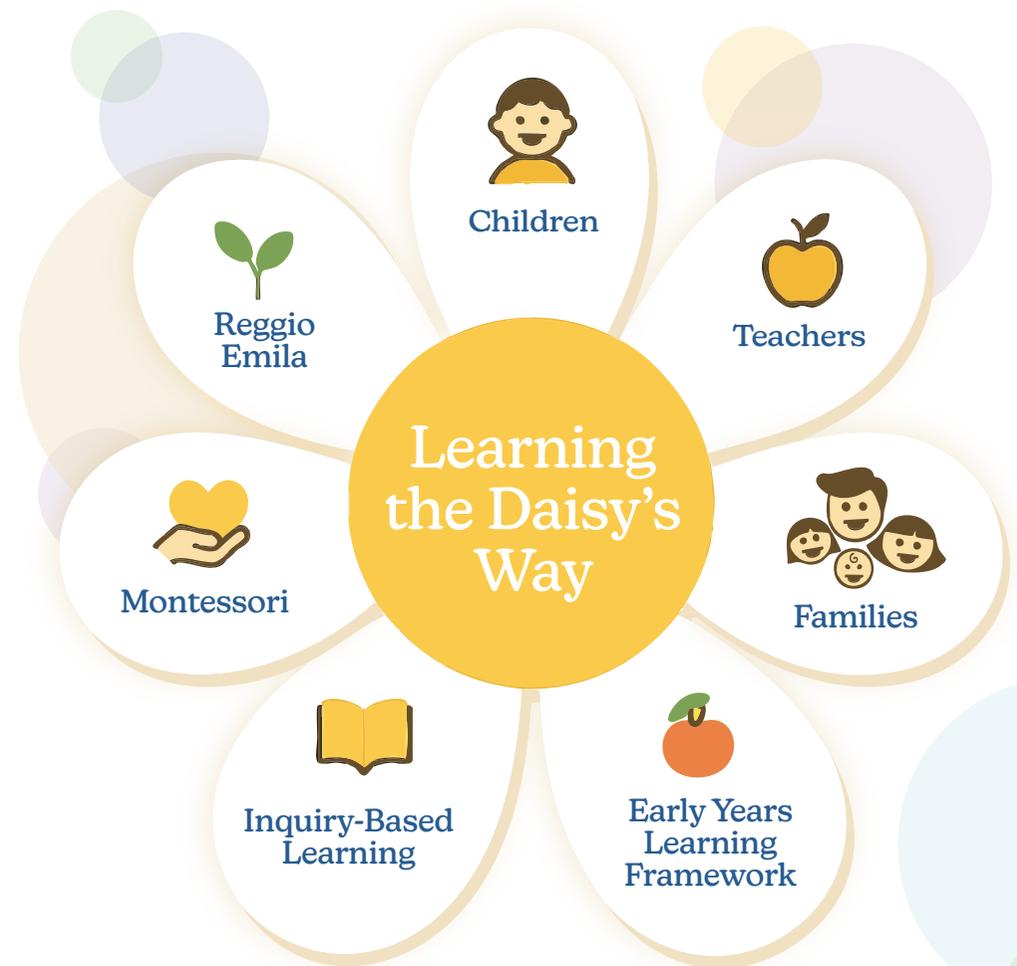
“Love – We show kindness and patience to foster a true sense of connection.”

At Daisy's, love is expressed through trust, patience and respect for every child's pace of learning.

Early Years Learning Framework

The EYLF is the foundation of all early education in Australia. It recognises that children learn best through play, relationships and meaningful experiences that prepare them for life beyond early learning.

At Daisy's, the EYLF guides us to create joyful learning moments of fun, creativity and laughter that are also growth opportunities. Whether it's shared games, group projects or outdoor play, happiness is a powerful teacher.



For families, this may look like your child developing friendships, joining in group play, or proudly showing you something they created. These everyday experiences build confidence, resilience and readiness for school.

“Laugh – Joyful moments in play build confidence and happiness in learning.”

At Daisy's, laughter is the thread that connects learning to joy.



Teachers Who Listen

Strong relationships with teachers are the foundation of every child's learning journey. At Daisy's, children are welcomed each day by a teaching team that combines professional knowledge with genuine care.

Each room is guided by a teacher who holds a minimum Diploma in Early Childhood Education and Care. They bring leadership, insight and a deep understanding of how young children learn. Alongside them are assistant teachers with a Certificate III qualification, or who are actively working towards this. Together, they form a team that balances experience with fresh perspectives, ensuring every child receives consistent and thoughtful support.

We believe that cherishing our staff is just as important as cherishing the children in our care. Teachers are supported through ongoing professional development, mentoring and reflective practice. By investing in their growth and wellbeing, we ensure they feel valued, motivated and able to bring creativity and confidence into the classroom.

Most importantly, Daisy's teachers practise the pedagogy of listening. They tune in not just to children's words, but also to their actions, gestures and play. This attentiveness helps children feel understood, safe and empowered to take the next steps in their learning.

Families are valued partners in this process. Teachers take time to understand each child's background and strengths, building a bridge between home and Daisy's that gives children continuity and confidence.

With qualified teachers leading every room and assistants supporting with care and skill, children at Daisy's grow in independence, empathy, confidence and a love of learning.



“Listen – We acknowledge every voice and make space for it to be heard.”
Our teachers practise listening every day, creating spaces where children's voices guide the journey.



Caring for Our World

At Daisy's, sustainability is woven into the way we maintain our service. From the products we use to the resources we provide, our choices reflect care for children, families and the environment. The way we embed sustainability today helps children grow into the future generation that will protect and nurture the environment.

Clean and Safe Environments

Our rooms and shared areas are cleaned daily using safe, environmentally responsible products. We use Agar Green cleaning products, which are biodegradable, non-toxic and designed to reduce environmental impact while maintaining the highest hygiene standards. Toys, resources and equipment are sanitised and checked regularly to ensure they remain safe and ready for use. Scheduled deep cleans throughout the year help us maintain healthy environments for every child.

Resources and Equipment

Materials and equipment are chosen for their quality, durability and sustainability. Wherever possible, we use natural and open-ended resources, reducing waste while creating engaging learning spaces. Worn or unsafe items are promptly replaced, ensuring every environment remains safe and inspiring.

Bringing Items from Home

We understand that families may wish to send comfort items with their child. Books, blankets, photos or small soft toys are welcome, while other toys are best kept at home to avoid loss or damage. Teachers are happy to guide families on what is most suitable.

Prioritising sustainability where we can ensures that Daisy's remains aligned with our values of ***Listen, Love, Laugh and Learn*** while providing environments that are safe, well-resourced and respectful of the world we share.



Partnering with Families

At Daisy's, families are our most important partners. We value the trust you place in us and aim to make every part of your journey, from enrolment to daily communication, open, supportive and respectful.

The Importance of Communication

Strong and successful communication builds trust. Families are kept informed through daily conversations, newsletters, emails and our digital platform. Teachers also make time for planned meetings to discuss progress and goals. This two-way exchange helps us understand each child fully and ensures families feel included in their learning journey.

Enrolment

Beginning your journey with Daisy's starts with a conversation. Families are invited to contact our Centre Director to discuss their child's needs, ask questions and arrange a tour of the centre. We welcome phone calls and face-to-face visits, and encourage families to take the time they need to feel confident in their choice.

When you are ready to enrol, our online enrolment system (Xplor) makes the process straightforward. Forms can be completed securely at home, and families can also update details, track applications, view balances and download statements through the platform.

To confirm enrolment, families will be asked to provide a copy of their child's birth certificate, immunisation record and up-to-date contact information. Once enrolment is finalised, orientation visits can be arranged to help children settle gradually.

All personal information is treated with the highest confidentiality and will only be shared outside Daisy's if required by law or with written permission from parents.



Orientation

We know that beginning childcare is a big transition for children and families. Orientation at Daisy's is designed to be gentle and supportive, giving children time to explore the environment and get to know their teachers before starting regular sessions.

Families are invited to visit with their child, observe the routines, and spend time together in the room. This helps children become familiar with the space while parents build relationships with the teaching team. Orientation schedules are flexible and tailored to each family. No two children are the same, and we work together to find the approach that feels right.



Attendance

Why Attendance Matters

Regular attendance gives children a sense of stability. Coming to Daisy's on consistent days helps them settle into routines, build friendships and engage fully with the program. For most children, attending at least two days a week is ideal, as it allows them to feel part of the group and form meaningful connections.

Sign In and Sign Out

For safety and compliance, every child must be signed in at arrival and signed out at pick-up using the kiosk iPad in the foyer. This record is essential in case of emergencies and for Child Care Subsidy (CCS) purposes. If your child is absent, please mark them as 'absent' on the day, and update again when they return. Incorrect sign-in/out may affect CCS entitlements and full fees will apply.

Collecting Your Child

Only adults listed as authorised nominees on your enrolment form can collect a child. First-time nominees will need to show photo ID, and staff may request ID at any time. For safety reasons, children cannot be released to anyone under 18 or to someone not listed as authorised. Families can add new authorised contacts at any time by speaking with our team.

Absences

Each child is entitled to 42 absence days per financial year (including public holidays) without documentation. Once these are used, further absences can only be approved when supported by paperwork such as a medical certificate, court order or other official documentation. Acceptable reasons for additional absences include:

- 🌸 Illness (with a medical certificate)
- 🌸 Infectious disease outbreaks (when a child is not immunised)
- 🌸 Illness of a child, parent or sibling (with certificate)
- 🌸 A parent on rotating shifts or rostered leave
- 🌸 School or preschool closures, pupil-free days
- 🌸 Court-ordered shared custody arrangements
- 🌸 Exceptional circumstances

If there is any uncertainty about a child's health after illness, a doctor's clearance may be requested before they return.

Please note: full fees are charged for absences once the 42 CCS days are used, unless supporting documentation is provided. Public holidays are counted within the 42 days and are charged according to your child's booked pattern. Absences cannot be applied retrospectively if the service has not been notified.

By working together on attendance, sign-in/out, collection and absence procedures, Daisy's ensures every child's day begins and ends safely, and families can feel confident their child is cared for with consistency and security.



Wellbeing and Safety

At Daisy's, children's health and safety always come first. We maintain clear standards for hygiene, illness management, immunisation, and emergency response to ensure every child is cared for in a safe and supportive environment.

Personal Hygiene

Teachers and children practise daily hygiene routines such as frequent handwashing, careful cleaning of surfaces and safe handling of food. These habits reduce the spread of germs and illnesses and model healthy practices for children to follow.

When a Child is Unwell

If a child arrives showing signs of illness, the Centre Director or nominated supervisor may advise that they are not well enough to take part in daily activities. Families will be asked to keep the child at home until the exclusion period has ended. In some cases, a doctor's certificate may be requested before the child can return.

If a child becomes ill while at Daisy's, staff will provide first aid and ensure they are made comfortable while families are contacted. Depending on the situation, children may need to be collected promptly and may also require a medical clearance before returning.

Immunisation

Families are required to provide current immunisation records as part of the enrolment process. In the case of an outbreak of a vaccine-preventable disease, children who are not immunised may be excluded from attending until it is safe to return. Information on state-based immunisation requirements is available upon request.

Accidents and Emergencies

Our team takes a proactive approach to safety by carrying out regular risk assessments of play and learning areas. All staff hold current first aid qualifications, and at least one staff member trained in asthma and anaphylaxis management is always present.

If an accident or sudden illness occurs, first aid will be provided immediately and families will be contacted. For serious incidents, an ambulance will be called without delay, and parents will be notified of the actions taken. Families are responsible for the cost of any external medical treatment.

Emergency evacuations and lockdown drills are practised regularly, and Daisy's has procedures in place for local risks such as bushfire or flood. Attendance records from our electronic sign-in system are used during drills and evacuations to account for all children and staff. This is why children must be signed in and out each day.



Wellbeing and Safety

Medication and High Temperatures

All medications must be clearly labelled with the child's name, medication details and dosage. Expired medication will not be administered. Parents should hand medication to the Lead Teacher or Centre Director on arrival so it can be stored securely.

Families must complete a medication form each time medicine is provided. Without this documentation, staff cannot administer it. Over-the-counter medication may only be given for up to two consecutive days unless supported by a doctor's certificate. Children with long-term medical needs require ongoing medication forms and action plans (e.g. for asthma or allergies).

If a child unexpectedly develops a high temperature (38°C or above), paracetamol may be given if written consent has been provided. We will contact families before administration whenever possible, and families will need to collect their child promptly. If parents or nominated contacts cannot be reached quickly, an ambulance may be called. Parents are responsible for any ambulance or medical costs.

Germ and Contagious Illnesses

Children who have a contagious illness that may spread to others must remain at home until cleared by a doctor. If a child becomes unwell during the day with suspected contagious symptoms, families will be contacted immediately to take them home. A medical clearance confirming the child is fit to return to group care may be required. Daisy's cannot be held responsible for illnesses contracted while attending the centre.

Nutrition

Nutrition plays an important role in children's wellbeing and development. When meals are provided at Daisy's, children attending a full day receive at least 50% of their recommended daily dietary intake. We follow the Australian Government's Get Up & Grow guidelines for healthy eating and physical activity in early childhood settings.



Wellbeing and Safety

Rest and Relaxation

Every child has the opportunity for rest during the day. Some may sleep, while others may simply need quiet time to recharge. Children who fall asleep are allowed to rest until they naturally wake unless parents have requested otherwise. For children who do not sleep, quiet play experiences are offered.

We work in consultation with families to ensure rest times meet each child's needs. Our safe sleep and rest policy is available for families to review.

Toys, Comforters and Clothing

We ask that toys remain at home, as personal items can be lost or damaged. Children may bring a special comfort toy if needed, and we encourage families to label it clearly.

When dressing children for Daisy's, please consider:

- 🌻 **Weather:** Natural fabrics like cotton are generally cooler, and spare clothes are recommended during seasonal changes.
- 🌻 **Footwear:** Shoes should be safe, supportive and comfortable, with soles that grip for climbing and play.
- 🌻 **Sun Protection:** Long-sleeved shirts, long trousers and broad-brimmed hats are encouraged for outdoor play.
- 🌻 **Safety:** Avoid clothing and accessories with long ties, ribbons or toggles that may catch on equipment.
- 🌻 **Comfortable,** practical clothing allows children to participate fully and move freely throughout the day

Service Policies and Raising Concerns

Families are welcome to view our policies and procedures at any time in the foyer. These outline the standards and practices we follow to ensure children's care and safety.

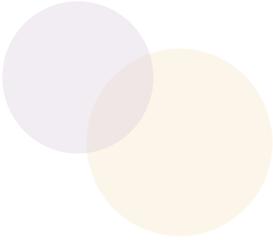
If you have a concern about your child's care, please speak first with their Lead Teacher. If the matter is unresolved, a follow-up conversation with the Centre Director can be arranged. A formal grievance form may also be requested. Concerns are handled confidentially and professionally. If you wish to contact the centre owner directly regarding unresolved or sensitive issues, details are available in the foyer.

Birthdays

Birthdays are important milestones, and we love to celebrate them together at Daisy's. Due to allergies, families are not able to bring cakes. Instead, please speak with the Centre Director about alternative ways to celebrate. Parents are welcome to bring a camera or arrange celebrations to coincide with their visit to the centre.







At Daisy's we believe...

Through listening we learn.

Through love we belong.

Through laughter we shine.

Through learning we grow.



Daisy's

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daisyswebsite.com.au