

Parent Enrolment Pack



magic garden
early education

Welcome to Magic Garden Over Two Room



Hours

Mon to Fri
7:30am -
5:30pm

Location

170-174 Carlisle
Road,
Browns Bay,
North Shore.

Contact

Phone: 09 479 1240 Ext 3
Centre

e-mail: over2@magicgarden.co.nz

Office e-mail: office@magicgarden.co.nz

Website: www.magicgarden.co.nz

Facebook

www.facebook.com/magicgardenchildcare



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Vision

To listen, observe, question, discover, contribute to, and savour the magic of learning in relationship with open-minded others.

To value and explore and commit to the richness of possibilities of ideas and creativity, having the image of competent, strong, and imaginative children.

To maintain collaborative, visionary, research based and reflective thinking between colleagues. Uphold respectful, positive supportive parent/whānau partnerships rich in cultural variety.

Strategic Objectives:

- To ensure a positive, supportive, enriched connection between Te Whāriki, the early childhood curriculum and the approaches of Reggio Emilia and RIE / Magda Gerber.
- To value relationships and their importance – socially and emotionally in the interactions of the people in the environment, by the way objects are used in the environment, and intellectually in the approach to learning where theory is integrated with practice.
- To respect, demonstrate and use multiple languages to enhance the learning of each child.
- To give opportunities for children to represent and explore their ideas innovatively through many kinds of media.
- To support the teachers who are employed and expand their vision and quality of teaching.
- To operate the centre in a fashion and at a level that ensures its ongoing viability.

Paul Blair
Owner/Licensee
Magic Garden Early Education Centre.

February 2022



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Philosophy

Magic Garden is a place where relationships matter. We believe in developing reciprocal relationships embracing families and whānau. We value the wealth of knowledge that families and whānau bring and share, and we join them in partnership to enable children to grow and reach their full potential. We value the unique place of Māori amongst the multiple cultures in our community and respect and celebrate these cultural heritages and identities.

The New Zealand Early Childhood Curriculum, *Te Whāriki*, guides and inspires our work with children and adults. We value ongoing learning, so we enrich our thinking and practice with the approaches of Reggio Emilia, RIE and current theory. We are committed and passionate about professional learning and shared team understandings to enhance our practices and uphold a high standard of teaching. We believe children's learning is fostered through a socio-cultural, emergent curriculum. Our *Priorities for Learning* statement shows we value self-initiated investigations, experimentation, social competence, creative expression, and foundation skills for literacy and numeracy.

We recognise the importance of a safe, secure, unhurried, peaceful environment that is respectful and empowering for each child. We believe children enjoy, and learn through, making decisions, working together, problem solving, and leading their own learning. We value making time to listen, supporting children to know themselves and become increasingly independent. We treasure each child's unique gifts, curiosities, passions, and potential. We view children as life-long learners, capable of contributing knowledge and understandings as global citizens.

We value an aesthetically pleasing, sustainable environment full of natural and cultural resources reflective of our wider community. We value links with our community and are inspired by regularly dialoguing with local and international visitors in our centres. We enjoy sharing innovative ideas and practices.

He aha te mea nui o te ao?
He tāngata! He tāngata! He tāngata!
What is the most important thing in the world?
It is people! It is people! It is people!

Statement of Intent

In this centre...

- We promote a sense of discovery, respect, and serenity. We provide positive role models for building relationships and partnerships which reflect the diversity and cultural background of our community.
- There is an underlying sense of organisation which acknowledges children as competent to play and learn around beautiful things. Teachers work from the children's interests, leading them through challenges and towards success.
- We recognise that opportunities to make mistakes and experience conflict provide the basis for growth and learning. We support the blossoming of the child's individual personality within the boundaries of acceptable social behaviour.

Our Values



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at Magic Garden we are whanau, we...

Value respect, trust, and communication.

We hold an image of competent, strong, and imaginative children. Children can represent and explore their ideas innovatively through many kinds of media.

Appreciate the diversity of our families and each other.

We create an environment full of natural and cultural resources reflective of our wider community. We respect, demonstrate, and use multiple languages to enhance the learning of each child.

Cherish authentic, collaborative relationships.

We believe in developing reciprocal relationships embracing families and whānau.

Celebrate open-mindedness.

Our programme is a positive, supportive, enriched connection between Te Whāriki, the early childhood curriculum and the approaches of Reggio Emilia and RIE / Magda Gerber.

Support self-belief and integrity.

Self-initiated investigations, experimentation, social competence, creative expression, and foundation skills for literacy and numeracy.

Rejoice in empowerment.

We view children as life-long learners, capable of contributing knowledge and understandings as global citizens. We support teachers to expand their vision and quality of teaching.

Honour self-efficacy.

We believe children enjoy, and learn through, making decisions, working together, problem solving, and leading their own learning.

Cultivate awareness, patience, and creativity.

We actively explore and commit to the richness of possibilities of ideas and creativity.

Admire and question innovative ideas.

We are inspired by regularly dialoguing with local and international visitors in our centres.

Endeavour to be courageous dreamers, empathetic and approachable.

We enjoy sharing innovative ideas and practices. We value links with our community. We make time to listen. We cultivate parent/whānau partnerships, rich in cultural variety.

Dare to be different, strong, and resilient.

We nurture each child's unique gifts, curiosities, passions, and potential.

Show passion, compassion, and generosity.

We employ teachers that have a passion for early childhood, are reflective practitioners and who value working together as a team.

Acknowledge that we are role models.

We are conscious of the influence of interactions between people in the environment.

Promote positivity and humour.

We laugh together and delight in fantasy and the ridiculous.

Are intentionally motivated and questioning.

We pursue learning in relationship with open-minded others and visionary, research-based and reflective thinking between colleagues.

Encourage confidence, self-regulation, and social justice.

By creating a safe, secure, unhurried, peaceful environment that is respectful and empowering for each child.

Children's Learning

We believe children search for meaning in life in their explorations and play. Meaningful, purposeful learning experiences are planned and implemented responding to children's interests, teacher's passions and interests, current events, and seasonal influences. We have orchestrated an environment where a wide variety of open-ended natural materials and household objects are set out aesthetically and orderly, inviting the children to play with purpose, calmness, and deep concentration, individually or in small groups. Repeated patterns of behaviour identified as 'schema' are seen in children's exploratory play. These powerful avenues of cognitive development are supported by teacher observation and programme planning of resources, space, and experiences. The process of learning is valued as much as the finished product.

Fostering foundation literacy skills is a special character of the centre through a culture of storytelling, opportunities for children to represent and create their own stories, active movement through dance and physical exercise and fine motor activities to build strength and dexterity.

Developing social competence is one of the key outcomes for the programme. Teachers use catchphrases and consistent consequences to help children regulate and channel their emotions appropriately. Increased opportunities to communicate, exchange information, share intentions and preferences leads to making friends. Being flexible, cooperative, responsible; taking turns, negotiating, problem solving, and having empathy for others, helps children sustain relationships, builds character and citizenship; and dispositions for lifelong learning.

Parent Involvement and Participation

Parents and whānau, you understand and know your child better than anyone. We encourage you to share this information with our teachers so that we can support your child's learning. We value our relationships with parents and ask you to be involved in our programme in the following ways:

- Before your child begins at Magic Garden, we share our values and getting to know our centre and being involved in settling your child while you share your values and practices with us.

- We use documentation on walls and in programme books to capture your child's learning and ask you to read about what is happening. The teachers welcome discussion.
- We want you to talk with us, spend time in the centre and become part of the family that cares for your child. If English is not your home language, additional support and arrangements may be required.
- Contribute entries about your family's celebrations, events, and holidays in your child's individual portfolio.
- Read weekly emails with centre news and programme happenings.
- Respond to centre surveys and questionnaires.
- Contribute 'beautiful' recycled materials for our centre programmes.
- Attend special functions or social occasions.



Centre Operation

Hours of Operation and Enrolment Times

Magic Garden's hours of operation are 7.30am to 5.30pm.

Children can attend either:

an eight-hour day: 8.30am – 4:30pm
or a full day: 7:30am – 5:30pm

We require attendance for a minimum of 6 hours a day to match the Ministry of Education daily funding, for a minimum of three days per week.

Enrolment Agreement and Deposit

Parents will be asked to complete an enrolment agreement, provide background information about your child, confirm when your child will start, and pay a deposit of one week's fees to secure your child's place. You will need to keep the enrolment information current for your whole time at Magic Garden.

Magic Garden Provides

- Morning and afternoon tea, lunch, and a late snack.
- Water and a water fountain.
- Individual bed linen.
- Sun block.

Enrolment Agreement and Deposit

Each parent will be asked to complete an enrolment agreement, provide background information about your child, confirm when your child starts, and pay a deposit of one week's fees if this is a new entry, to secure your child's place. You will need to keep the enrolment information current for your whole time at Magic Garden.

Starting Your Child

You may be beginning at Magic Garden, or on the waiting list, or transitioning your child from the Infant and Toddler Centre. These are different entry pathways.

New Entry to Magic Garden

An initial meeting will be arranged with the supervisor to share information about the centre and information about your child and family. Now is the time to meet the teachers and the manager and to discuss enrolment arrangements and fees. Centre procedures will be explained: sign in/out forms, medicine and accident forms, payment procedures, absence procedures, centre meetings and routines, lost property, meal and rest procedures and email and contact systems. We will collect a photocopy of your child's immunisation record and birth certificate for our records. Your child's key teacher will be introduced. She will support your child and family.

Usually new children will visit for at least two weeks before they begin in the centre and these arrangements will be confirmed by your supervisor.

Talk with your key teacher about how your child's entry will be a comfortable one, giving time for responding to changes and having a calm and secure beginning.

There are a few things that we, the teachers, and you, the parents, can do to make this 'settling in' period easier and happier for you and your child.

Before the first day, with your Child

- Prepare your child beforehand. Talk about Magic Garden and the key teacher so this new teacher becomes familiar.
- Teach your child how to wash and dry their hands before and after eating and toileting. Teach them how and when to blow their nose and to cough into their sleeves. These are strategies we use to minimise infection in the centre.
- Make several visits to the centre before the actual starting date. Feel free to make a hot drink and sit in the background while the key teacher begins to get to know your child.
- Children's clothes should be those that don't matter if they get dirty with paint etc., and they should be easy for children to get off for toileting and for

children to dress themselves. We encourage shoes that children can manage themselves.

- Name all clothing, shoes, socks and summer or winter hat.
- Have a roomy backpack clearly named. Let your child help pack the bag with two complete changes of clothes (more underwear if your child is toilet training) and a wet bag for dirty or wet clothes. Teach your child how to use the bag zip.
- Some children will want to bring a toy as a transition from home. These are special comfort toys for settling or security needs. We ask that only one toy comes each day and is named. We prefer toys to be shown then kept in a safe place (other than the child's bag), to prevent loss. We support the use of dummies and comforters at sleep time if this is the family pattern.

As a Parent

- Be realistic on your child's first day – all children love their parents and miss them when they leave. It may take time before your child feels secure and fully comfortable with the new relationships they are building. This is quite common and understandable.
- Be positive. Children sense when parents are upset or worried and this reinforces their anxiety. Feel free to talk about this with your key teacher.
- If English is not your home language or culture, please discuss with your key teacher differences your child might encounter between home and Magic Garden. Be prepared to help the settling process.
- Have a backup system worked out for when your child gets sick and cannot attend Magic Garden.

First Day

- Let your child walk into the centre beside you.
- Approach your child's key teacher to support your child's settling.
- Let your child venture forward at her or his own pace. Let them stand and watch. They may not be ready to join in an activity straight away.
- If your child sleeps during the day and has a 'comfort' toy, bring it, and show it to your key teacher. We prefer dummies to be kept for sleeping.

Saying Goodbye

We have found it is easier for a child to settle if the leaving and goodbye process is fairly quick. Our advice is when you feel comfortable (10 – 15 minutes) give your child a big hug and kiss and tell him or her you must go now and that you

will be back to collect them – then go. Tell a teacher when you are leaving. The same practice each day works well.

Rest assured the teachers are very sympathetic to a new child's distress and will respond in the most appropriate way, such as:

- Cuddles and love.
- Distraction.
- Sitting on a teachers' lap or on the sofa and watching for a while.
- Giving them their special toy/blanket to cuddle.
- Involve them in an activity.

Feel free to phone the centre during the day to find out how your child is doing. Should your child become really distressed your key teacher will phone you and tell you honestly how your child is coping. They will also tell you if they feel your child has 'had enough' for the day and should be collected.

Transition from Other Centers

Children transition from the Infant and Toddler Centre between two, and two and a half years, according to the needs of the children and the centres. This system is well organized in advance. Usually, children transition with one or two other children from their centre. Supervisors from both centres prepare for this event by organising visits and choosing a key teacher who will help your child throughout the transition.

Now is the time to make an appointment to visit and meet the new supervisor, and your new key teacher. This is the time to ask any questions and to make your child's transition as smooth as possible for you all.

Many of the systems are similar between the centers. You will be shown the sign in/out form, medicine record, parent notice board, accident and toileting record, lost property, meal and rest procedures, email and contact systems and the lunch menu.

Centre Organisation

Please Phone and Advise Us

- As early as possible in the morning if your child will be absent. This assists us with our lunch preparation and staffing.
- If your child has an infectious disease and will be absent.
- Of any changes of information to update your enrolment agreement.
- If anyone different is collecting your child.

Information About Your Child's Day

When you come to pick up your child, you can also ask your key teachers about the child's day, and they will be happy to talk with you. We do ask however, that you keep in mind that the teachers are usually quite busy – particularly in the mornings and evenings, when children and parents are arriving and leaving. If you wish to spend any length of time discussing your child, we ask that you make an appointment to suit everyone. In this way, you and your child will be given the attention that the situation deserves.

While your child is an infant the teachers will record in small notebooks how your child's day has been. They will hope you read these notes each night and add comments of your own. As your child gets older portfolio books will be used to record your child's experiences and learning's.

Sleep Time / Rest Time

Children will have individual sleep patterns at home, and this will depend of what age they are when they start at Magic Garden. They will start sleeping in cots, and then they will have their own stretcher bed to use. They will have their own linen, which is supplied and washed by the centre. They will have a regular sleeping place.

All children who are sleeping are supervised and will be checked every four minutes with the use of a timer. The children's length of sleep is recorded for parents to see each day.

Meals

Infant formula bottles are brought from home. Once your child is ready to begin solids you can discuss this process with your key teachers.

At about a year of age your child will be ready to participate in the full menu. All meals are prepared daily with careful attention to providing balanced nutrition with minimal salt, in a diet your child will enjoy. The menu follows a four-weekly rotation. A variety of fruit is provided throughout the day. Drinking water is available and is served at mealtimes and throughout the day when needed. The menu is displayed in the entrance. Children will be encouraged to feed themselves.

If your child has any special dietary needs, please discuss these with your key teacher or supervisor.

Lost Property

Please ensure that your child's clothes are clearly named. Unlabeled clothing can be found in a "Lost Property Box". We periodically sort unclaimed items and donate anything suitable to charity. We will advise parents by a notice when we are about to clear unnamed items.

Birthdays

Children's birthdays will be acknowledged unless you request otherwise. Parents may provide a birthday cake for their child to celebrate with the other children. We suggest a light sponge cake or cup cakes with minimal icing as suitable for children. The cake will be shared at morning teatime. If you are providing a cake, please specify its ingredients so we can plan for children with allergies.

Pick Up Time

Please ensure that you are on time to pick up your child, as they will have had a very busy day and be looking forward to seeing you.



Running Late for Pickup?

If you are going to be late, please ring the centre and notify them as soon as possible, so they can prepare your child accordingly.

Magic Garden Policies

A complete copy of centre policies is located at the entrance of the centre and is available for reading. Policies are also available on Storypark. We review policies from time to time, you are welcome to collaborate in the review process on Storypark.

The following is an outline of some of these policies and we welcome you to read these policies and discuss them with the centre supervisor for further understanding or queries.

Illness and Exclusion Policy

The centre is required by law to exclude a child until well. Your family's emergency contact numbers on the enrolment form must be always kept up to date.

Any child at the centre who is unwell by the supervisor and teachers is to be sent home. The child's parents/guardians will be telephoned, the conditions discussed, and the child will be put into a quiet area under supervision to await their parent's/guardian's arrival. You will be expected to collect your child without delay, as children's health can deteriorate quickly, to minimise the spread of illness and to protect other children and teachers from infection.

Illnesses that warrant a child being sent home include

Diarrhea and/or vomiting

Fever, temperature, or severe colds

Coloured discharge from the child's nose – which is related to a high temperature or other unwell symptoms (and are not linked to allergies)

Symptoms of infectious diseases

Conjunctivitis or coloured discharge from the eyes or ears

Impetigo (school sores)

Earache

Spots and/or open sores

In general, if children experience vomiting and/or diarrhea they should not attend the centre until 48 hours after all symptoms have disappeared.

For other illnesses, your child can return to the centre when symptoms have disappeared, the contagious period has expired, or when they have been away for the recommended number of days. Please phone if your child is not going to attend the centre and advise us of details of the illness. Alternatively, if you are in any doubt about your child's condition, phone before arriving at Magic Garden.

If the illness is serious and very contagious (e.g., measles or chickenpox) a notice for parents is displayed to inform of a reported or suspected case in the centre. The child will not be identified.

Our teachers are very vigilant about centre and toy cleanliness to minimise cross infection. Our teachers have current First Aid Certificates.

We do not hold paracetamol at the centre for children's use, as advised by the Ministry of Health.

Medication Policy

Any child who is on any form of medication while attending the centre must have this written up clearly, by the parent, in the centre medicine register. We need to know what the medication is for. If the medication is paracetamol, and for a fever, the child should not be at the centre.

The parent must list the following details:

- Date
- Name of child
- Time and amount of medication to be given
- Type of medication
- Time of last dose
- Parent's signature of consent
- Parent's signature on collection of medication at end of day.

This form is kept on the fridge while medicine is stored in the fridge. The medication needs to have a label on from the pharmacy for the child in question. Teachers are to be told about this, by the parent, and the form filled in. Once

the medication has been administered, the teacher who has done this will sign the medication form. Parents sign the form upon collection of the medication.

Accident Policy

Minor accident

A teacher will treat anything that involves a minor injury, such as a scratch, grazed knee, cut or bruise at the centre. The injured child will be approached calmly and reassured. Teachers will wear gloves to treat injuries with broken skin and bleeding.

The accident register will be completed by the teacher who witnessed the accident, and/or was involved with the treatment of the injury and let the parents know when they come to the centre. All accidents will be recorded at the teacher's discretion and copies of accidents are given to parents.

Major accident

Any accident that requires a teacher to get a second opinion, or to consult with a doctor, will be dealt with accordingly.

- The child will not be moved but kept warm.
- The child will be reassured in a positive way that everything is all right.
- The child will always be supervised.
- The parents will be phoned.
- An ambulance will be phoned, if necessary or a visit to the local emergency centre organised.
- Approval from the parents is necessary before any treatment can be given, unless it is life threatening.
- The accident, treatment, time, and place will be written up in the accident register and signed by the staff member concerned.
- All centre staff hold first aid certificates to ensure they all have up-to-date knowledge and understanding in this area.

Immunisation Policy

Parents can choose whether to immunize their child or not, but the Health Regulations state, that all parents must provide documented evidence of their child's immunisation status on their enrolment agreement of the centre.

In the event of a breakout of a vaccine preventable disease, in the centre, children who are not immunized will be required to remain at home for the duration of the outbreak.

Covid-19 Policy

- All parents & visitors must wear masks inside the centre.
- Please scan the barcode, practise physical distancing & sanitise.
- Visitors must register with the office.
- Visitors require My Vaccine Pass to be allowed beyond the foyer.

A full copy of our COVID-19 Policy is available inside the centre and on request. This applies in Red & Orange Traffic Light settings.

Child Images on Digital and Social Media Policy

We obtain permission from parents/guardians to have photos and videos taken of their child for the purpose of assessment, planning and evaluation; for teachers in training; for visiting educational professionals; for programme documentation, websites, Facebook and for e-mail messages.

We do not allow any person, other than centre teachers or professional photographers (with prior written approval from parents/guardians), to take photos or videos of children on the centre premises. This includes parents/guardians taking images of their own child.

Positive Behaviour for Learning

Fostering Social Competence Policy

We promote social and emotional competence as it is essential for children's everyday wellbeing as well as for management and learning in the centre. We identify strategies for providing considered and consistent responses to challenging behaviour to enable children to feel safe, well cared for and confident.

We recommend reading the Positive Behaviour for Learning Policy as it has many ideas that could be beneficial for parents to use at home. It is available on the Magic Garden website.

Other Organisational Practices

Parking

Please drive slowly when entering or leaving Magic Garden car park, as there may be other parents and children walking to the door. The front park of the double length car parks is for short term parking only. There is limited parking on Deverell Place.

Toys from Home

Personal toys are easily lost or damaged and we do not accept responsibility for them. However, if you and your child decide to bring a special toy from home to help them feel settled, we understand. At an appropriate time, we encourage the child to put the toy safely in the office or cuddly box.

Toileting

As your child increases in independence, he or she will become ready for toileting. There is an information sheet available about Magic Garden strategies for toilet learning. We work closely with parents to assess a child's readiness so that two to three children at a time can be given close attention while learning to use the toilet. Please talk to us before you decide to move your child from nappies to underwear.

Essential Oils

At Magic Garden we occasionally burn essential oils in areas that children occupy. We only use very small quantities of high-quality oils, and we always ensure that the burners are positioned well out of the reach of children. We use essential oils to disguise unpleasant odours in our bathroom areas and eucalyptus in sleep areas when children have blocked noses. We choose to use essential oils because we believe they are more natural and less toxic than alternative methods for dealing with unpleasant odours. We do not use essential oils for other purposes, such as calming or mood setting because we believe that positive guidance is a healthier way of managing behaviour. We are aware that in rare cases essential oils may result in an allergic reaction. Please come and speak to us if you have any concerns about the use of essential oils at the centre.

Children's Development and Portfolios

We welcome discussions about your child's development and want to work together to see your child progress. Our relationship with you and your child is very important to us.

Individual portfolios tell the story of your child's learning experiences, gross and fine motor skills, schemas, interests, strengths, growth, and development while at Magic Garden. The voice of the parent, the child and the teacher are all part of the portfolio, and we encourage parents to take the portfolio home and contribute your own stories and photos. These stories may be about your family experiences, what you've seen your child learning or in response to our stories. Please advise the teachers when you want to take your child's portfolio over a couple of nights.

Documentation

Our documentation acknowledges children's on-going learning, values children's work, and is designed to encourage parent participation. Children's creative thinking and problem solving opens avenues for exploration and investigation.

We ask parents to be aware of this documentation, to read it and talk to the teachers about the learning occurring.

Types of documentation:

- Wall documentation – with photos, children's work, and texts.

- Portfolios – each child has a portfolio that becomes the child’s own when it is completed and moves with the child into the next centre.
- Project books – recording past investigations. These are available to be read at home or at the centre.
- Daily diaries are kept recording inside and outside experiences of the day.

Professional Development

Each fortnight the teachers meet to reflect on and plan their team’s programme. They may also study an issue that is a challenge to the team. Discussions will be based on observations gathered throughout the fortnight of children’s learning processes, and other programme related issues.

Teachers attend regular in-house whole team training on the further development of the Reggio Emilia and Magda Gerber approaches. During non-contact professional development time is given to strengthen various aspects of centre practice.

Magic Garden supports teacher’s on-going training through updating First Aid Certificates, completing early childhood certificates and teacher registration, and attending outside courses and conferences.

Fees and Payments

Fees

Please refer to fee schedule contained in the enrolment pack.

Bookings will be accepted for a minimum of three days in the Infant and Toddler and Over Two Centres, and two days in the Over Three Centre.

Enrolment

One week of fees as a deposit is payable upon confirmation and acceptance of a position to secure your child’s place at Magic Garden. Your week’s deposit will be deducted from your final account if the correct notification procedure has been followed. If you subsequently choose not to accept your child’s position your enrolment deposit is non-refundable.

- Fees are paid weekly, fortnightly, or monthly in advance. We email statements of account weekly.
- Fees are to be paid by automatic payment or direct credit to BNZ account number 02-0192-0509417-00 on Mondays. Please ensure you use your child's name and centre name (i.e., I+T, O2, O3) as a reference so that it is clear who the payment is for. We do not accept cheques or cash.
- **Absences, holiday leave, statutory holidays, sicknesses:** It is necessary to notify the supervisor if your child is going to be absent other than when the Centre closes for the Christmas/New Year period.

Over the Christmas/New Year period the Centre closes for approximately two weeks. No fees are charged for the days when the Centres are closed. Parents are notified about the dates of this closure well in advance.

Full fees are charged for statutory holidays, sick days, other holidays, or absences.

If you choose to take time away from Magic Garden, your child's place will be held for up to three continuous weeks if fees are paid in advance for the duration of the absence and in full.

Any absence after three weeks will be considered cancellation of enrolment and your child's place will not be held. Families who wish to return to Magic Garden will need to re-enroll and be placed on the waiting list until a vacancy becomes available.

- A late payment of fees may incur a 10% penalty if fees are overdue, and this late payment will be added to the overdue amount. If no agreement can be reached regarding repayment, termination of care will follow. Magic Garden reserves the right to follow usual methods of debt recovery. All debt collection charges will be passed on.
- Childcare subsidies from WINZ can be arranged through the Centre. These depend upon the level of your family income. You can talk to your supervisor about this. Full fees will be charged until the centre receives the WINZ subsidy.

- If you are planning to withdraw your child from Magic Garden, you must give **one month's** written notification to your supervisor.
- Fees are subject to change at the discretion of the centre.
- **Late fees:** Children who are collected after the end of your booked times will incur a late fee penalty. This is \$2.00 for every minute to cover the costs of staffing. Please phone, as a courtesy, if you know you will be late. If it appears you are beginning to have difficulty keeping to your contracted times, it is suggested you discuss this matter with the supervisor to amend your child's hours.

Changes of hours/days



Changes of hour or days need to be negotiated with your supervisor and appropriate forms are to be filled in. We require one month's notice for a reduction of days. All requests will be actioned upon availability.

Problems and Queries



We have an open-door approach and value our relationships with parents. If you want to discuss any matter, big or small, we are happy to talk with you. You may wish to speak with your supervisor, your key teachers, a centre teacher, or an assistant supervisor. In addition, you may wish to approach the manager. A Complaints Procedure is in your centre entrance for further support.

If, for any reason, there is a review of care, we follow a process of consultation involving all parties. Then time is given for remedial action. If the situation remains unresolved, care may need to be discontinued. This decision will not be treated lightly but with respect and dignity for all concerned.

We want the time your child and family are with us to be a happy experience.

Our Amazing Team

Centre Manager

NIKKI RIEVE

Diploma of Teaching Early Childhood
Early Childhood Teacher Registration
Full Practising Certificate
Professional Childcare Certificate
First Aid Certificate

Pedagogical Leader

ADRIENNE THOMSON

Diploma of Teaching (ECE)
EC Teacher Registration
Full Practising Certificate
First Aid Certificate

Office Manager

LEEANN DAVIES

Centre Owners & Directors

JO BLAIR & PAUL BLAIR

Post Graduate Diploma in Teaching (Early Childhood Education)

Over Two Room Supervisor

ANNELIESE FREELAND (Supervisor)

Bachelor of Education (ECE)
Early Childhood Teacher Registration
Full Practising Certificate
First Aid Certificate