

1. NQS

QA2	2.1.1	Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2. National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu

3. EYLF

LO3	Actively support children to learn hygiene practices.
	Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.
	Model and reinforce health, nutrition and personal hygiene practices with children.

4. Aim

Our service aims to promote and protect the health, safety and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS standards. A holistic and consistent approach to health, hygiene and safe food across the service will help to effectively meet this aim.

5. Related Policies

Additional Needs Policy
Enrolment Policy
Food, Nutrition and Beverage Policy
Immunisation and Disease Prevention Policy
Incident, Injury, Trauma, Illness Policy



Medical Conditions Policy
Physical Activity Promotion Policy
Relationships with Children Policy

6. Implementation

The Approved Provider will ensure that the Nominated Supervisor (who is responsible for ensuring all staff members, educators and volunteers) must implement adequate health and hygiene practices and safe practices for handling, preparing and storing food. This policy, and related policies and procedures at the service will be followed by nominated supervisors and staff members of, and volunteers at, the service in relation to -

- (a) Hygiene practices.
- (b) Safe and hygienic storage, handling and preparation of all food and drinks, including foods and drinks provided by the child's home.
- (c) Working with children to support the promotion of hygiene practices, including hand washing, coughing, dental hygiene and ear care.
- (d) Toileting, nappy changing and cleaning of equipment.
- (e) The provision of fresh linen and sheeting for mattresses.

Children will be grouped in a way that allows educators to maintain a hygienic environment for individual at the service.

In any instances where children display any signs of illness or injury, educators will refer to the Incident, Injury, Trauma and Illness Policy and Incident, Injury, Trauma and Illness Record.

Importantly, we will work with each child to promote health and safety issues, encourage effective hygiene, food safety and dental care, and maintain a healthy environment that is safe for each child. Regular discussions between educators and children will be integrated throughout the program at appropriate intervals.

Information on health, hygiene, safe food and dental care principles and practices will be displayed in the reception area and drawn to the attention of all parents on a regular basis.

To uphold the general health and safety of all children using the service, all educators and visitors will follow the Tobacco, Drug and Alcohol Policy.

Equipment and Environment

The service will wash mouthed toys daily using warm water and soap, and dry in the sun, rotate toys to allow for washing, clean books by wiping with moist cloth and drying, clean storage areas weekly.

Surfaces will be cleaned with detergent after each activity and all surfaces cleaned thoroughly daily. Floor in all rooms will be washed each day. Areas contaminated with body fluids will be disinfected after washing.

Bedding

Each child will have their own bedding. When used by one child it will be washed before it is used by another child.



7. Hand Washing Procedure

Our service will provide the appropriate height basins for children to wash their hands in as well as basins height appropriate for adults. Liquid soap will be provided by all individuals to wash their hands and we will ensure any allergies to soap are identified using the Enrolment Form and catered for appropriately. Along with this, the service will provide either/and/or individual towels, paper towel or an automatic dryer for individuals to dry their hands.

All individuals should wash their hands:

- Upon arrival to reduce the introduction of germs.
- Before handling food.
- After handling food.
- After doing any dirty tasks such as cleaning or changing nappies.
- After removing gloves.
- After going to the toilet.
- Before and after nappy change procedures.
- After giving first aid.
- Before and after giving each child medication. If giving medication to more than one child between each child.
- Before going home to prevent taking germs home.

Below are instructions on how to effectively wash hands. All individuals are to follow this procedure and it should be displayed above every sink.

- Wash hands using running water and soap.
- Rub hands vigorously.
- Wash hands all over ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned.
- Rinse hands thoroughly.
- Turn off the tap using a clean piece of paper towel.
- Dry hands thoroughly with clean towel/paper towel or an automatic dryer.
- This should take about as long as singing "Happy Birthday" twice.

8. Hygienic Nappy Change Procedure

Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents to develop consistency with their child's toileting habits. Educators must be aware of and consider



any special requirements related to culture, religion or privacy needs. Children who are in nappies will have this detail recorded in the register kept by the staff. This is located in close proximity to the change table for parents to check.

Nappy changing and toileting will only be carried out by educators following the nappy changing procedure. At times it may be necessary for a student to carry out the nappy change procedure as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time. Additionally, the service will follow hygienic nappy change practices at all times using the following procedure –

- Nappy changing will be done only in the nappy change area which will be properly stocked with paper towels or towels, plastic bags, fresh nappies, clean clothes, rubbish bin with sealed lid lined with plastic. Always prepare change area first: put on gloves, place paper towel, wipes and bag to dispose of nappy.
- Nappy changes occur frequently and as needed throughout the day. At all times one hand must be kept on the child to prevent them falling from the change table.
- Assist the child up to the nappy change table.
- Remove the soiled nappy. Clean the child's bottom using wipes, wiping from front to back.
- Place nappy in bin
- Place any soiled clothing into the sink (to be placed into a plastic bag once nappy change is complete. Remove gloves and place in bin before touching any clean clothing or the clean nappy.
- Dress the child and guide them down from the change area using the steps
- Assist child to wash and dry their hands, take the child away from change area.
- Clean the nappy change surface after each use and sink if soiled clothing has been placed there with neutral detergent and warm water. Wash your hands.
- Disinfect after the last nappy change in a series of nappy changes.
- At the end of each day the nappy change area will be disinfected.
- The procedure for nappy changing will be displayed in the nappy change area.
- The service only uses disposable nappies.
- The laundry area includes a washing machine and trough with hot and cold water supply for the laundering of soiled cloths, linen. Items returned to a child's home for laundering will have soiling removed and will be stored securely and not placed in the child's bag in contact with personal items.

9. Hygienic Toileting Procedure

The aim if the ELC is for all children to independently use the toilet facilities. Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

At times it may be necessary for a student to assist children in the area of toileting as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

Additionally, the service will follow hygienic toileting practices at all times using the following procedure-

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.



- It is better to use the toilet when toilet training for effective hygiene and infection control factors.
- The service will ensure that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

Disposable gloves should be used for any of these stages in the toileting procedure:

- Encourage child to remove clothing and assist if needed.
- Help child onto toilet if needed.
- Help the child to wipe themselves, encouraging them to wipe front to back.
- Encourage the child to flush the toilet themselves.

Encourage the child to wash and dry hands on single sheet of paper towel, and then to leave the bathroom.

If the child has soiled or wet their clothing:

- Wearing gloves remove any wet/soiled clothing and seal in a bag for washing. It must be double-bagged.
 - Clean and dry the child.
 - Remove your gloves and wash hands
 - Encourage the child to dress and assist if required
 - Encourage the child to wash and dry their hands and assist if required. Have them leave the bathroom.
 - Wear gloves and clean any spills following procedure for cleaning spills of body fluids.
 - Remove and dispose of gloves, wash and dry your hands.
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- The procedure for toileting will be displayed in the toileting area.
 - The laundry area includes a washing machine and trough with hot and cold water supply for the laundering of soiled cloths, linen and nappies.

Items returned to a child's home for laundering will have soiling removed and will be stored securely and not placed in the child's bag in contact with personal items

10. Spills

Educators and staff will use a spill kit to immediately clean up spills of blood, urine, vomit and faeces.

Spill kits will contain:

- disposable gloves
- paper towel
- disposable cloths or sponge
- detergent
- disposable scraper and pan to scoop
- bleach solutions which will be prepared to manufacturer's instructions daily. Any bleach solution which is not used after 24 hours will be discarded.

Blood

To clean up a spot of blood educators and staff will:

- wear gloves
- wipe up blood immediately with a damp cloth, tissue or paper towel
- place the cloth, tissue or paper towel in a plastic bag, seal and put in the outdoor bin
- remove gloves and put them in the outdoor bin



- wash surface with detergent and warm water
- disinfect the surface after cleaning it with detergent and warm water if the spill is known or suspected to be infectious
- wash hands with soap and water

To clean up a small blood spill educators and staff will:

- wear gloves
- place paper towel over the spill and allow the blood to soak in
- carefully lift the paper towel and place it in a plastic bag, seal and put in the outdoor bin.
- remove gloves and put them in the outdoor bin
- clean the area with warm water and detergent using a disposable cloth or sponge and place the cloth in the outdoor bin
- wipe the area with diluted bleach and allow to dry
- wash hands with soap and water

To clean up a large blood spill, educators will:

- wear gloves
- cover the area with an absorbent agent (e.g. sand) and allow the blood to soak in
- use a pan to scoop up the absorbent material and any unabsorbed blood or body fluids
- place the absorbent agent, the scraper and the pan into a plastic bag or alternative, seal and put in the outdoor bin
- remove gloves and put them in the outdoor bin
- mop the area with warm water and detergent and wash the mop after use
- wipe the area with diluted bleach and allow to dry
- wash hands with soap and water

Faeces, vomit and urine

To clean up faeces, vomit and urine, educators and staff will:

- wear gloves
- place Vomit Control Agent over the spill and allow the spill to soak in
- carefully remove the Vomit Control Agent and any solid matter using a dust pan and scoop, place in a plastic bag, seal and put in the rubbish bin
- clean the surface with warm water and disinfectant, and allow to dry
- wash hands thoroughly with soap and warm running water.

Nasal discharge

When cleaning children's noses, educators and staff will:

- Children will be encouraged to wipe their own noses and dispose of dirty tissue immediately
- wash hands after every nose wipe or use an alcohol base hand sanitiser to clean hands. If wearing gloves, educators and staff will do this after removing gloves
- dispose of dirty tissues immediately.



11. Dental Hygiene and Care

- The service will arrange for dental health professionals to attend the service to discuss good dental health practices and guidelines with educators, children and family members.
- Educators should actively seek to be positive role models for children and families in attendance at the service.
- Oral hygiene practices undertaken at the service when appropriate.
- Educators form positive relationships with family members and children to discuss and encourage good dental health practices and ensure the continuity of care of each child. Information including how to access local dental services should be made available to family members and educators in their home language.
- The service integrates educative information and guidelines on good dental health practices into the daily routine. This should include information on tooth brushing, tooth friend snacks and drinks and going to the dentist and/or dental health professionals.
- The service will actively encourage good dental health practices including eating and drinking habits, tooth brushing and going to the dentist and/or dental health professionals.
- Children will be encouraged to drink water (preferable tap) at all times to quench their thirst and remain hydrated.
- Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink.
- Educators will be aware of dental first aid and receive appropriate professional development opportunities where appropriate.

12. Dental Accidents

If a dental accident occurs at the service, it will be managed as an emergency and injury forms will be completed.

For baby teeth:

- Do not try and replace the tooth in child's mouth
- If unsure whether the tooth is an adult or baby tooth, store tooth in milk, sterile saline or child's saliva as outlined below (enough to cover the whole tooth.)
- Seek dental advice as soon as possible (ie immediately) and ensure staff or the parent takes the tooth/tooth fragment to the dentist with the child.

For permanent teeth:

- If tooth is dirty, gently rinse the tooth/tooth fragments in clean milk, or if unavailable, sterile saline or child/adult's saliva (eg get them to spit into cup) for a few seconds to remove excess dirt and blood. Do not rinse with water.



- Handle the tooth by its crown (the white enamel top part of the tooth), not its root and be careful not to rub off the endothelial fragments on the root of the tooth as these are needed for the tooth to take if replaced by the dentist.
- If child/adult can be relied on not to swallow their tooth, replace tooth back into the socket. (Ensure the tooth is replaced the correct way round, in its original position, using the other teeth next to it as a guide). Hold the tooth in place by gently biting on a clean handkerchief or gauze pad.
- If unable to reinsert the tooth, get the child/adult to hold the tooth inside the mouth next to the cheek or place the tooth in clean milk, sterile saline, or wrap in plastic wrap with some of the person's saliva if these unavailable. Do not store in water. Do not transport the tooth in a tissue or cloth as this will dry the tooth out.
- Seek dental advice as soon as possible, and ensure you or the family takes an injured child to the dentist with the tooth/tooth fragments within 30 minutes, as the root endothelial layer begins to deteriorate after 30 minutes.
- If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.



13. Food Preparation and Food Hygiene Procedure

Currently the Centre is a Lunch Box Centre where families provide all food for their children. The Service provides fruit. When relevant, we will follow all procedures listed below.

Our service will follow appropriate food preparation hygiene techniques to meet the requirements of the *Food Standards Australia New Zealand* such as:

- Wash hands before food preparation.
- Cleaning food preparation area before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Ensuring that individuals preparing food know, follow and adhere to the appropriate hygiene procedures. This includes:
 - Washing their hands
 - Keeping their personal hygiene at a high level. For example, tying their hair back or keeping it under a net
 - Not wearing jewellery (wedding band excluded)
 - Covering cuts with a blue bandaid and gloves
 - Always wearing gloves if they are wearing nail policy, nail decorations or artificial nails or have long fingernails
 - Not changing nappies before preparing food.
- Avoiding the contamination of one work area to another by using colour-coded wash cloths and having specific cleaning implements (for example gloves and scourers) for a specific area.
- Avoiding the contamination of one work area to another by using the colour-coded wash cloths system and restricting the movement of contaminated items (such as gloves and cleaning implements) from one area to another.
- Wipe children's tables before and after eating food.
- Educators will actively encourage and monitor children so they do not to use drinking or eating utensils which have been used by another child or dropped on the floor.
- Providing families with current and relevant information about food preparation and hygiene.
- Showing and discussing with children the need for food hygiene in both planned and spontaneous experiences.
- Staff will check children's lunch boxes for food that may cause an allergic reaction to children with allergies.

Cooking with Children

We sometimes include cooking experiences in our service's programming for the children. When these experiences are carried out, educators that are supervising will be vigilant to ensure food preparation remains a hygienic and safe experience. The relevant points from the above food preparation procedure will be followed during the children's cooking experiences.

Examples of the type of activities children will participate in during cooking experiences include:

- Helping choose what to cook.
- Measuring and weighing ingredients.
- Stirring or mixing ingredients.
- Washing salad, vegetables or fruit.
- Setting the tables.



14. Food Safety and Temperature Control

We will, to the best of our ability, educate and promote safe food handling and hygiene in the children and families by:

- Provide food safety information from Safe Food Australia and NSW Food Authority.
- Encouraging parents to the best of our ability to continue our healthy eating message in their homes.
- Encouraging educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Providing nutrition and food safety training opportunities for all staff including an awareness of other cultures food habits.

The bacteria that commonly cause food poisoning grow rapidly between 5°C and 60°C; this is commonly referred to as the “temperature danger zone”.

To keep food safe:

- Don't leave perishable foods in the temperature danger zone for longer than 2 hours.
- Keep cold food in a fridge, freezer, below 5°C until you are ready to cook or serve, e.g. if you are serving salads keep them in the fridge until ready to serve.
- Keep hot food in an oven or on a stove, above 60°C until you are ready to serve.
- Use a thermometer to make sure your fridge is below 5°C. Don't overload refrigerators, as this reduces cooling efficiency.
- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.
- All foods are wrapped, covered, dated (used by date and date it entered the Service) and labelled.
- Store foods on shelves, never on the floor including play dough material.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

Protecting food from contamination will be achieved by:

- Using containers with lids or by applying plastic film over each container. These materials will be suitable for food contact to ensure that they do not contain any chemicals that could leach into the food.
- Aluminium foil, plastic film and clean paper may be used and food will be completely covered.
- Food already in packaging may not need additional coverage. However, if additional coverage is required the above will apply.
- Previously used materials and newspaper will not be used



15. Food Storage Procedure

In order to implement safe food storage practices to the highest possible standard, educators will access and amend their practices to the latest known information. This information will be passed onto families. Educators will then implement these standards in the Service by inspecting food items when first brought into the Service to ensure they are in good order, for example, not in damaged packing, within their used by date period and at a correct temperature. Educators will then see that they are appropriately stored as per the following:

- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.

For cold storage, the following applies:

- All foods are wrapped, covered, dated (used by date and date it entered the Service) and labelled.
- Foods are stored at the correct temperature depending on the product. Cold foods need to be stored at less than 5 degrees (C) and frozen foods at minus 18 degrees (C).
- Store foods on shelves.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

Play Dough

To reduce the risk of spreading infections, educators will:

- Store play dough in an airtight container
- Make a new batch of play dough at the beginning of the week and dispose of at the end of the week for the 3 – 4 year old and 4 – 5 year old room
- Discard play dough at the end of each day if there is an outbreak of vomiting and / or diarrhoea/infectious disease.

16. Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Food Standards Australia New Zealand

Safe Food Australia, 2nd Edition. January 2001

Caring for Children- Food, Nutrition and Learning Experiences 2014



Australian Guide to Healthy Eating
Australian Dietary Guidelines 2013
Infant Feeding Guidelines 2012
Staying Healthy Preventing Infectious Diseases in ECEC services (5th Edition) NHMRC
Food Safety Standards for Australia 2001
Food Standards Australia and New Zealand Act 1991
Food Standards Australia New Zealand Regulations 1994
Food Act 1984
Department of Health Vic: Food Safety
Occupational Health and Safety Act 2004
Occupational Health and Safety Regulations 2007
Dental Association Australia
Use and care of dummies (pacifiers) SESI Health Service NSW
Sterilising bottles, teats and dummies Qld Health
Bottle feeding with formula: Better Health Vic Govt
Bottle Feeding (cleaning and sterilising bottles and equipment): HealthDirect Australia

17. Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Date Reviewed: November 2022

Name of Reviewer: Approved Provider

Signature:

Name of Reviewer: Nominated Supervisor

Signature:

Appendix A

Position Description

Cook

POSITION DESCRIPTION

POSITION: Cook

ORGANISATIONAL UNIT: Early Childhood Services

POSITION STATUS: Full time

CLASSIFICATION: Level 3

POSITION OVERVIEW:

The purpose of this role is to plan, prepare and serve nutritious, well presented and age appropriate meals to children at Woodlea Early Learning Centre.

OUR MISSION

Bacchus Marsh Grammar seeks to meet the desire of the community for an independent education that is comprehensive, challenging and enriching. The school aims to be a safe and caring environment which, through its programs, encourages students to be confident, self-aware, able to contribute to their personal growth and who are willing to be active and positive members of society. With our students, we wish to encourage a strong sense of service, which sees that a commitment to inclusion and a willingness to assist others is a vital component of developing a positive character and a strong society. The school seeks to develop a culture of achievement, which encourages staff and students to strive toward achieving their personal best. In short, we offer an "Education for Life".

OUR VISION



To develop as a Co-educational, Ecumenical day school that provides a quality education for students in the Outer Western area of Melbourne, which has a strong emphasis on individual care, personal development and pastoral care. In particular, to be a school that:

- Knows the individual and is able to work with their particular strengths and weaknesses.
- Actively encourages students to be involved in a diverse range of curricular and co-curricular activities.
- Fosters a sense of openness, community responsibility and tolerance within students.
- Prepares students for the world after school through a conscious emphasis on “Education for Life”.
- Through its programs and teaching, supports and promotes, the principles and practice of Australian democracy, including a commitment to:
 - Elected Government
 - The role of law
 - Equal rights before the law
 - Freedom of religion
 - Freedom of speech and association
 - The values of openness and tolerance

KEY DUTIES & TASKS**1. General Responsibilities****Menu and Food Preparation**

- Plan a varied and balanced nutritional menu to ensure the food provided by the centre meets and exceeds the expectations of families and service standards. Wherever possible, involve families in the planning of displayed menus which offer a choice of healthy child focused meals;
- Prepare and serve a varied range of nutritious, tasty and well-presented meals for the children of the centre;
- Ensure the meals are served appropriately and in accordance with centre severe allergy policies and procedures;
- Prepare food orders to ensure all necessary ingredients are available to agreed budgeted rotational menu plans; and
- In support of environmental sustainability, where possible purchase from local food suppliers.

Safety, Compliance and Record Keeping

- Comply with National Government regulations and Local Government Good Act relations in accordance with Health Sector Industries (meals need to be sufficient in accordance with the dietary foods guide for children in child care services);
- Ensure accredited training is undertaken every 3 years and refresher training every year in relation to severe allergies and anaphylaxis;
- Follow centre policies and procedures in relation to nutritional and safe food handling practices each year ensuring children are provided with 50% of daily dietary nutritional needs each day;
- Demonstrate ongoing food safety supervision internally and for external audit purposes including completing documentation and reporting requirements;
- Maintain written updated details of children’s food preferences and dietary restrictions, ensuring information is accessible to staff at all times and work with staff to ensure all children with action plans relating to food allergies are updated each quarter;
- Ensure the kitchen, all equipment and utensils are maintained in a clean and hygienic manner in accordance with the Food Safety Plan and requirements of Health Sector industries day to day implementation of food safety in the workplace; and
- Report to the Director of Early Childhood Services all food related issues which may impact on the children’s health and record and file relevant documentation.

Team Work and Communication

- Contribute information on nutrition, cook and health and safety guidelines to the centre quarterly newsletter;
- Work as a team with staff and volunteers to ensure all meals are prepared to a high standard and by the appropriate times of the day;



- Participate in annual professional development and training in accordance with performance and industry views and keep abreast with industry changes and legislation; and
- Respond professionally to feedback from parent survey and staff audits via action plans and continuous improvement strategies.

Team Responsibilities

- Provide input to review policies, systems and process within the Centre to ensure flexible and responsive service delivery that meets and exceeds client expectations, where appropriate; and
- Contribute to the team by developing and utilising effective communication lines with other members and providing support to others as needed to ensure cohesion and consistency in approach.

2. Managing Self & Professional Skills

- Adhere to and comply with Child Safe Standards regulations and Child Safe Code of Conduct.
- Manage own behaviour in accordance with the Staff Code of Conduct.
- Adhere to & cooperate with all OHS policies & procedures and relevant legislation.
- Comply with legal, regulatory, ethical, environmental & social responsibilities and requirements.
- Manage own development and professional learning relative to this position.

3. Working with People

- Contribute as a proactive and effective member of a vibrant professional services team, whose activities integrate and promote the organisation's values.
- Participate in meetings in an active & constructive manner.

4. Other duties

- The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification.

ORGANISATIONAL RELATIONSHIPS

- **Reporting directly to:** Director of Early Childhood Services
- **Direct reports to this position:** n/a
- **Internal Relationships:**
 - Deputy Principal of Junior School
 - Director of Early Childhood Services
 - Kindergarten Teacher
 - Early Childhood Leaders and Assistants, etc.
- **External Relationships:**
 - Children
 - Community Childcare Centres
 - Parents/ Guardians/ Families
 - Residents
 - Community members
 - Industry related services

EXTENT OF AUTHORITY

- The incumbent has shared authority in relation to the development and delivery of programs in accordance with the standards required by the Victorian Early Years Learning Frameworks, Education and Care Services National Act and National Quality Framework;
- The incumbent also has a trusting relationship with the children and families. All issues in relation to the operation and administration of the Centre are reviewed by the team and if required, are referred to the Director of Early Childhood Services;
- The incumbent is accountable for providing a safe and nurturing environment and for undertaking duties in accordance with all legislative requirements and Bacchus Marsh Grammar Policies;
- The incumbent is required to maintain records of appropriate meal preparation and all Centre kitchen requirements; and
- The incumbent is required to direct supervised employees in relation to safe food handling and practices.



KEY SELECTION CRITERIA

Skills, Knowledge and Experience

Essential Criteria

- Demonstrated experience of menu planning and food preparation for groups of children as required;
- Clear understanding of the Food Safety Program;
- Ability to work within and maintain to a budget;
- Ability to demonstrate an understanding and sensitivity to culture influences of children and families;
- Ability to interact in a professional and effective manner with all educators, families and children; and
- An understanding of the dietary requirements of children.

Qualifications

Essential Criteria

- Food handlers certificate;
- Food safety supervisor certificate;
- First Aid Certificate;
- First aid management of Anaphylaxis;
- Working with children check.

Approved: _____

Andrew Neal
Principal

Date: _____

I have read and agree to abide by the requirements of this position description.

Print Name: _____

Signed: _____ Date: _____

NAPPY CHANGE PROCEDURE

- **Nappy changing will be done only in the nappy change area.**
- **Always prepare change area first: put on gloves, place paper towel (for soiled nappy) and wipes nearby.**
- **At all times one hand must be kept on the child to prevent them falling from the change table.**
- **Assist the child up to the nappy change table.**
- **Remove the soiled nappy.**
- **Clean the child's bottom using wipes, wiping from front to back.**



- Place nappy in the bin.
- Place any soiled clothing into the sink (to be placed into plastic bag once nappy change is complete)
- Remove gloves and place in bin before touching any clean clothing or the clean nappy.
- Dress the child and guide them down from the change area using the steps.
- Assist child to wash and dry their hands, take the child away from the change area.
- Clean the nappy change surface area after each use and sink, if soiled clothing has been placed in there, with disinfectant spray.
- Wash your hands.
- Disinfect after the last nappy change in a series of nappy changes.
- At the end of each day the nappy change area will be disinfected.

TOILET PROCEDURES

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- It is better to use the toilet when toilet training for effective hygiene and infection control factors.
- The service will ensure that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

Disposable gloves should be used for any of these stages in the toileting procedure:

- Encourage the child to remove clothing and assist if needed.



- Help child onto toilet if needed.
- Help the child to wipe themselves, encouraging them to wipe front to back.
- Encourage the child to flush the toilet themselves.

Encourage the child to wash and dry hands and then to leave the bathroom.

If the child has soiled or wet their clothing:

- Wearing gloves remove any wet/soiled clothing and seal in a bag for washing and place in a tub, stored securely for parents to collect that night. It must be double-bagged.
- Clean and dry the child.
- Remove your gloves and wash hands.
- Encourage the child to dress and assist if required,
- Encourage the child to wash and dry their hands and assist if required. Have them leave the bathroom.
- Wear gloves and clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash, and dry your hands.