



# Parent Handbook

**INSPIRED BY THE REGGIO  
EMILIA APPROACH**

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# Welcome to Stepping Stones Early Learning Centre

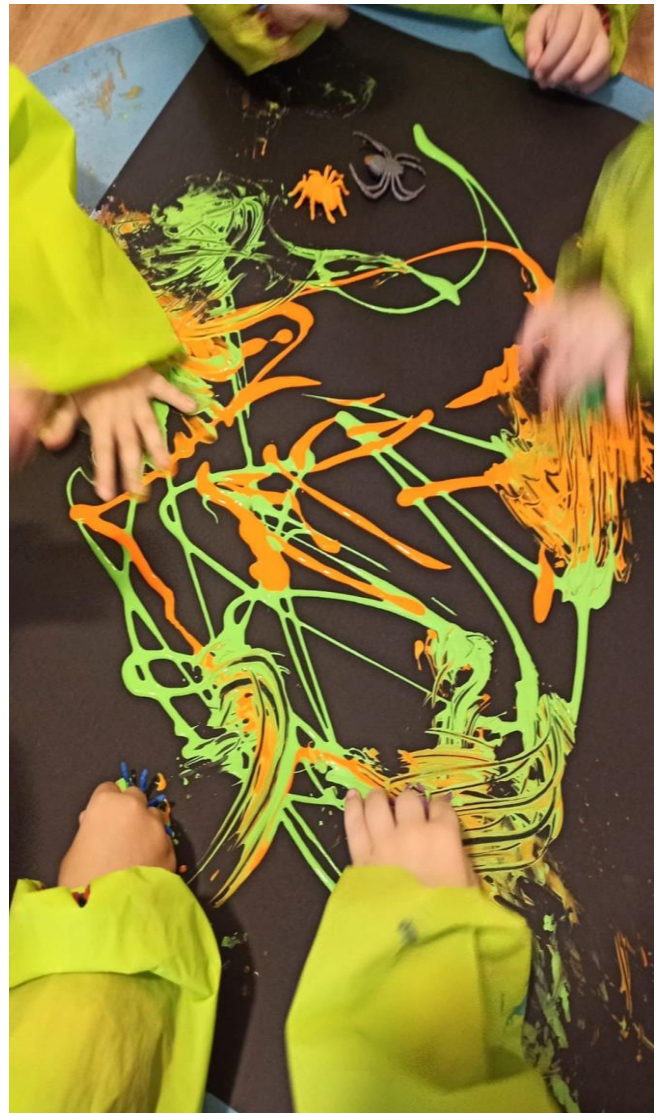
**Empower your child with a dynamic learning experience**

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Imagine empowering your child to be truly passionate about learning; watching them soak up their surroundings, taking everything on board. Rather than a regimented experience, they learn through exploration and discovery in a supportive and enriching environment.

From the day they were born, you'll have known that children are keen to observe what interested them. That's how they best learn! Place them in a fun-filled environment and voila – a dynamic learning experience occurs!

The potential of your child stretches as far as their imaginations will take them – but only if they are given the confidence to go there. The unique abilities that they develop from an early age form the very makeup of who they are and who they will become.





# Centre Locations

**Address – 38, Triq Censu Busuttil, Fgura.**

**Tel no. - 21803360**



**Address – 182, Triq Olaf Gollcher, Birkirkara.**

**Tel no. - 21440843**



**Address - 133, Triq il-Qalet, Marsaskala.**

**Tel no. - 21633743**



**Address - 482, Triq it-Turisti, Qawra.**

**Tel no. - 21584353**



**Address- Smart City SCM 03, Rikasoli, Kalkara**

**Tel no. - 21801434**



# Our Philosophy

At our Stepping Stones Early Learning Centre we strive to create: -

- A warm, welcoming home like environment that promotes secure, respectful and reciprocal relationships and assists children, families and educators to gain a sense of belonging.
- A vibrant and flexible environment that is rich in choices and provides extensive opportunities for learning as individuals and as part of a group.
- Opportunities to undertake collaborative group work and projects generated through children's interests and/or family interest, community or educator initiation.
- Opportunities for children to develop independence through every day routines.
- An environment that is safe and promotes exploration, discovery, challenge and understanding of our natural and physical worlds.
- An environment and experiences that build high self- esteem and self-worth.
- An environment and curriculum that promotes holistic development and high expectations for children across all developmental domains through intentional teaching and spontaneous learning opportunities.
- Opportunities for children to express their knowledge and understandings through each of their 100 languages e.g. art, music, story, dress up, construction etc.
- Respect for diversity through acknowledging the cultural backgrounds, languages, values and contributions of the families in the centre.
- Opportunities for children, families and educators to develop cultural competence through prompting positive attitudes, gaining knowledge and developing communication skills and interactions across cultural groups.
- Opportunities for children, families, and educators to share their ideas, knowledge, skills, culture, language and experiences with the centre through regular communication, involvement in the centre and program development.
- Partnerships with families in all aspects of their child's development including working with families to develop and evaluate goals for their child.
- Ongoing records of children's development and assessment through reflective journals, samples of children's work, reflections and observations.
- An environment that promotes positive behaviours and pro-social relationships between children and others.
- Opportunities for educators to gain further knowledge, skill and competence in the early childhood field through regular staff training and professional development.



# Our Mission

*'We provide an environment in which all children are supported to reach their full potential'*

**FUN  
CARE  
LEARNING**

We believe by remaining constantly curious, collaborating and communicating with children, educators, families and the wider community we will achieve the best learning outcomes for each child and the highest quality education and care.

## Our Values



**The Reggio Emilia approach is to co-construct the curriculum with the children and their families, stimulating a free and open-sourced style of learning.'**

# The Reggio Emilia Approach





Our programs stem from the interests of each individual child. Spontaneous learning opportunities abound – children are encouraged to develop skills in:

- Problem solving
- Hypothesising
- Critical reflection
- Collaboration

Then, they are invited to document their ideas and understanding in a variety of ways.

## **How was the Reggio Emilia Approach formed?**

Following World War II in the Reggio Emilia region of Italy, a group of committed parents, teachers and the extended community believed that the destruction caused by the war necessitated a new positive approach to teaching their children.

And so, under the leadership of educator Loris Malaguzzi, they agreed on the fact that children have rights – indeed, they had overcome the same complexities of the war as the adults did. Because of this, they agreed that children should be given unique opportunities to further develop their potential.

Malaguzzi believed that, due to their infinite imaginations, children have an extraordinary numbers of ways they can express themselves. And so, the Reggio Emilia approach was born. Today it has been adopted worldwide and Malaguzzi is lauded as a pioneer in education.

## **A positive learning environment**

We are a private learning centre for children between the ages of 2 months to 3 years.

At Stepping Stones, we believe children are born with an amazing potential and a wide range of abilities. By engaging them in a co-constructed curriculum that makes learning enjoyable, we ensure that all the right building blocks are in place to help your child reach their full potential.

At Stepping Stones, the educator isn't considered an instructor – they are a co-learner and collaborator. Here:

- Your child's contributions are considered equal to those of their educators.
- We see your child as a 'researcher', not a student. Play-based experiences take place in the form of a small group and individual experiences, based on your child's interest where your child will be invited to explore, observe, hypothesize, question and discuss to clarify their understandings.
- We promote self-worth and nurture a high sense of self-esteem, but not at the risk of interactive social skills. Relationships between children and others will be nourished, and your child will be encouraged to relate as part of a community that spreads to classmates, their family and their wider community.
- We encourage an appreciation of culture diversity, learning about the cultures of all the families in the centre and surrounding community.

## **Brainstorming**

This isn't just what happens in a meeting, it happens at our centres.

What topics capture their interest?

What problems can they solve without the help of an adult?

More than you realise, you will be amazed! You will be able to track your child's development and assessment through the reflective monthly observations and children's work.

What topics capture their interest? What problems can they solve without the help of an adult?

## **Yarning circle**

Each morning, educators invite your child to engage in a safe space, in the form of a circle to share what they would like to do for the day. This also demonstrates that all children have rights for their voice to be heard. From here, educators record what children communicated in their observation notes, and will then add the experiences on their weekly planning to have the play-based experienced throughout the day.

Therefore, educators are following up on children's voices and providing further opportunities for your child to form the curriculum on a daily/weekly basis.





## **A typical Reggio Emilia Project**

The best way to explain our approach to learning is via a real-life example. Your child's educator throws open a forum where they identify their interests. For example: -

Today the topic they agree to talk about is a frog. Let's explore frogs in a more detailed way: what do we already know about frogs? What would we like to know about frogs? Finally, what can we, as a class, 'do' to interact with frogs? This becomes 'The Frog Project' (see diagram in the following page).

The frog project, as with all other projects, is documented in a variety of forms, so you can see the learning process:

Our projects are driven by your child, and what your child is interested in. Through this, we invite your child and their peers to both small group experiences where they can engage to further develop their knowledge in a meaningful manner.

With our projects, we explore where it began, what children currently know as well as what new knowledge we can introduce. Projects not only explore the surface topic but dive deeper – creating connections with our environment and the world.

For example, a group project on frogs may begin by an interest your child has shared through a statement, drawing or discussion. From here, educators will continue to extend on this moment and begin to gather information on what your child and their peers may know. Play based experiences, utilising factual books or technology will be implemented into the program to further extend and introduce new knowledge to your child and their peers. This learning experience is then recorded through a variety of methods such as Reggio reflection, Reggio Connects and/or Learning stories/Observations.

Educators then get together to brainstorm what new knowledge they can introduce to your child and their peers which related to the topic of frogs. This may include branching off towards their habitat, different types of amphibians, shades of colours of green, life cycles, what else lives in the pond, plants in ponds. With some of these suggestions, they can branch off into further topics. The topics on this brainstorm may not necessarily followed, as it depends on your child's interest.

Projects are displayed in your child's room, and they may have more than one going on at the time, however there is always at least one current project displayed.



The 'Frog Project', as with all other projects, is documented in a variety of forms, so you can see the learning process:





# The 100' languages

For a child, language is never limited to just speech. They express themselves in a variety of ways. Some of the 'language' include:

- Art
- Music
- Story
- Drama & dress up
- Construction
- Movement
- Messy play
- Outdoor play

The term 'hundreds of languages of children' refers to the many ways that children have of expressing

Your child will be provided different avenues for thinking, revising, building, negotiating, developing and symbolically expressing their thoughts and feelings.

These unique abilities that they develop from an early age will form the very makeup of who they are and who they will become.

## Educators that care

We hand pick only passionate and driven individuals who strive towards developing the bright minds of tomorrow. We strive to work hand-in-hand with all parents to develop suitable goals for your child.

**All staff undergo training programs, as well as mentoring and professional development sessions so that their skills are always to the highest possible standard. All our staff members have a paediatric first aid certificate, a food handling certificate, a clean police conduct and are cleared from the POMA by the Maltese courts of law.**

## See us in action

Our doors are always open for an orientation visit before your child starts at any of our centres. Orientation visits include your child's educator and any family members together with your child, together you will be able to enjoy many different activities while getting to know your child's educator, seeing the inside of our centres and observe how we work with your children. (Not applicable with current covid regulations)



## **Staff recruitment.**

When a suitable applicant with relevant childcare experience and/or qualifications contacts us we arrange for the applicant to come to our office for an interview.

1. During the interview we go through the applicant's past work experience, qualifications etc.
2. We discuss with the applicant what employment he/she is looking for and find out any aim/objectives.
3. The applicant must supply us with original certificates relating to any qualifications they state they have.
4. Applicants must possess an MQF Level 4 childcare diploma, a paediatric first aid course, a food handling certificate and a clean police conduct.
5. We take contact details for at least two different referees covering at least the past two years – one of which must be a current or previous employer.
6. We confirm with colleges/past employers that all qualifications/employment history given by the applicant is correct.

As recruitment policy, carers must first receive a number of training hours to familiarize oneself with the premises and children to start working at Stepping Stones.

The centre's coordinators must all have an MQF Level 5 Diploma in Childcare Management, clean police conduct, a food handling certificate and a paediatric first aid course.

Before staff is employed with Stepping Stones they have to sign the below carer's policy sheet and adhere to work by the policies in this handbook.

## **Staff supervision.**

Adequate supervision entails that staff are aware of individual children's developmental stages and how this affects the way they interact with materials and equipment.

The centre coordinator conducts daily supervision with staff members throughout the day to ensure that these needs are met.

We provide professional development in supervision and behaviour guidance for all staff members. A supervision session is done every two months with the centre coordinator and staff appraisals are done every six months with the manager. All sessions are done in a quiet area, free from any distractions as possible.

During supervision sessions, the carers have the opportunity to discuss staff development, any anxieties and suggestions regarding their work in the centre.





Stepping  
Stones  
Information

## **Our holistic programme**

Childcare involves the holistic development of children including their social, language, cognitive, emotional and physical development. Our creative curriculum is based on a self-discovery concept where children are given the opportunity to be messy, creative, curious and free to try it all!

Activities include messy play, cooking club, crafts, instructed creative arts, gardening, puppet shows, physical exercise and dancing, dressing up, painting several objects and hands, outings, storytelling and outdoor activities.

During our hot summer days, the children have the opportunity to play in fresh water pools under protective canopies of an outdoor area. With such a varied program, everyday children are learning something new with planned and purposeful activities which provide opportunities for teaching and learning, both indoors and outdoors.

Our staff is very well cared for and we encourage team work all year round through team building exercises and staff outings. Good interaction between staff, parents and children, helps to each child's happiness and stability both at home and in the Childcare Centre.

A daily routine is carefully planned to ensure that all children have the opportunity to develop through play children are divided into separate areas according to different age groups, partly so babies are not distributed by our active toddlers and also because there is different carer to child ratios according to the age of the children.

It is our policy to respect the individuality of all children and adults involved in our service and to promote positive attitudes of culture, race, gender, language, financial circumstances or membership of a minority group.

## **Our groups**

We aim to position children in different groups according to age, while keeping in mind their individual stage of development. This enables us to cater to your child's unique needs.

- Babies' area

Babies have their daily routine which is planned by our educators although any routines that babies are used to at home, can be adapted into the routine at the centre. Babies attending the centre will have everything documented on their pro care application page covering what the child did that day, hours of sleep, breakfast, lunch and snack times, nappy changing and bathroom, observations, photos and videos.

- Toddlers' area

Toddlers are very busy here at Stepping Stones with many activities going on throughout the day. Through these activities and experiences children are supported into a larger group whilst encouraging individual abilities, enabling all children to develop and grow at their own pace. Throughout the day, the educators will be recording any observations which enables educators to plan ahead to aid children's learning.

- Preschool area

Play is children's natural language and at Stepping Stones, children develop their learning through play and our special programmes and sessions.

# Safety first

We take safety of the children very seriously:

- All of our centres have closed circuit television (CCTV) or a video intercom.
- You will be issued with a fob tag to sign in and out every day.
- We would ask you to provide details of persons other than yourselves who have the authority to collect your child. If necessary, educators ask for identification.
- It is our policy to provide a healthy and safe environment for staff and children.
- We expect our employees to take responsible care of their own health and safety at all times.
- The staff is responsible for locking cupboards and the store room, reporting broken locks or missing keys.
- The premises are kept well maintained and cleaned on a daily basis routine. Maintenance and health and safety inspections are done on a regular basis.
- Washing of the premises and toilets are disinfected daily with wiping of all objects used by the children and staff.
- Staff uses disposable gloves in assisting children during potty training and the changing of nappies, or dealing with vomit or blood. Nappies are put in nappy disposable bags and in an air tight recipient. Garbage is taken out every evening and nothing is left inside the bins.
- Hand washing is strictly noticed at all times and children are encouraged to wash their hands after each activity, especially before eating. Children have appropriate charts in the premises to promote hand washing.
- The management and staff at stepping Stones is provided with a first aid course.
- A first aid box is always available which is stocked on a regular basis.
- Only medicines that have been prescribed by a doctor and provided by parents can be given to children in our care. A medical care plan will be completed by parents, recording the timing and dosage of medicines to be given to their child as requested by them. These instructions will be signed, dated and the time noted each time the medication is administered. All medicines will be stored in the fridge in the centre.
- The premises are equipped with a fire safety equipment. In case of a fire the staff are to follow the fire drill that is practiced twice a year and evacuate the children accordingly. The children are the first priority and immediate action is to be taken to safe guard the children and staff. We have a daily register with all the children attending on that particular day; this is to be taken out with the carer to head count all the children. All rooms will be re checked after all the children are safe. The carers will call the fire department on **112** which is written near the telephone

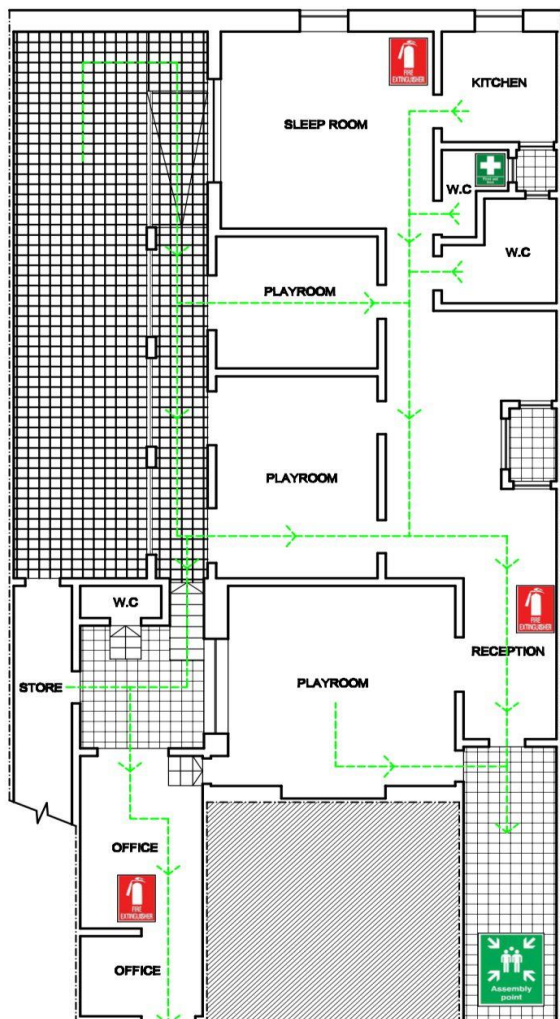


# Emergency preparedness plan

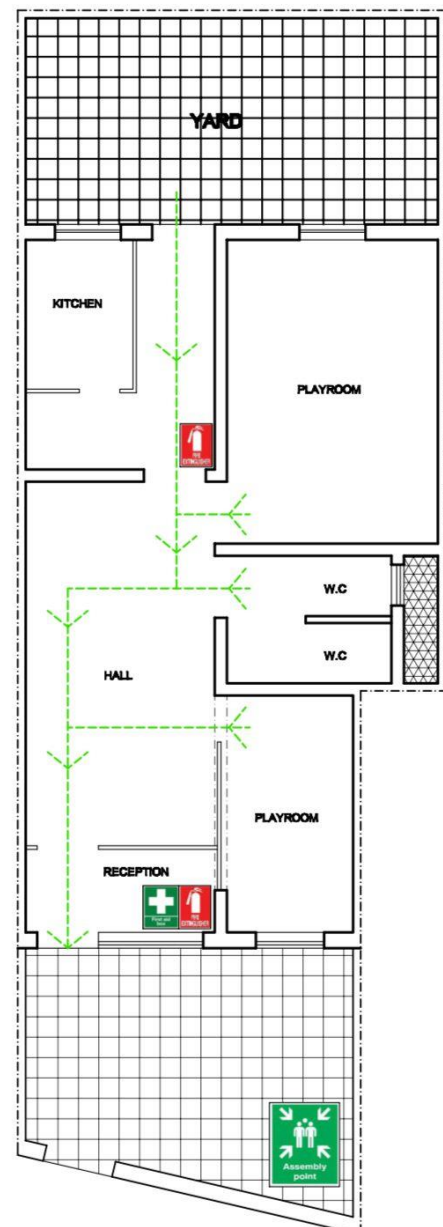
Below are the emergency & evacuation plans of all our centres. In case of an emergency, all centres are bound to follow the following instructions:

## **In case of emergency;**

- If a fire is noted, sound the alarm
- Evacuation all the children to the front garden
- Do not take children out on the street
- Call 112
- If possible, a fire warden should try and control the fire
- If fire gets out of control, exit the building
- All doors and windows should be close
- Do not stop to collect personal belongings
- Wait for the necessary assistance
- Do not re enter the building before given clearance from your supervisor or CPD.



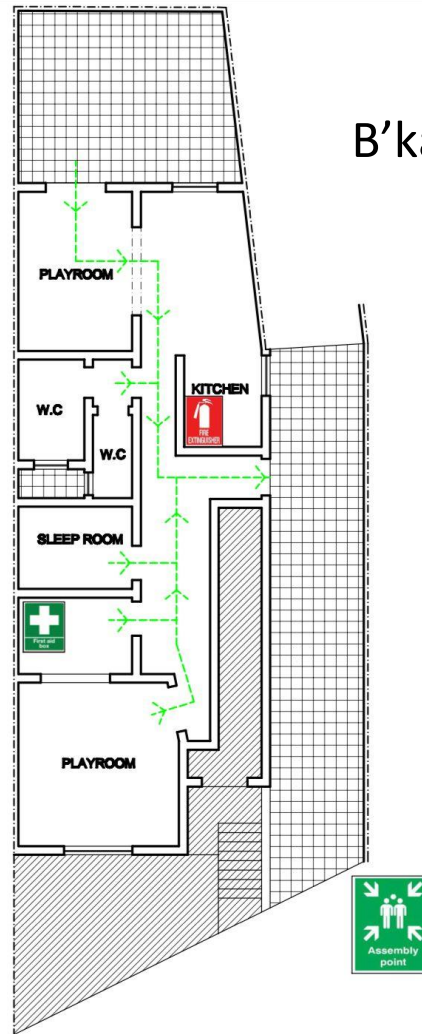
Fgura



M'scala



Qawra



B'kara



Smart  
City

## **Immunization**

The table below illustrates the Maltese vaccination schedule. This table will introduce you to the vaccinations that are currently recommended during the first years of your child's life. As part of our immunization policy, all vaccinations in the table below are mandatory.

AGE	VACCINE
From 8 weeks	DTaP-Hib-IPV-HepB (6 in 1) 1 + PCV 1 + Men B 1
3 months	DTaP-Hib-IPV-HepB (6 in 1) 2 + Men ACWY (1)
4 months	DTaP-Hib-IPV-HepB (6 in 1) 3 + PCV 2 + Men B 2
12 months	PCV 3 + Men B (3)
13 months	MMR1 + Men ACWY (2)
18 months	DTaP-Hib-IPV-HepB (4)



# Our buildings

All our buildings have:

- Well-appointed activity rooms that are stocked with a full range of educational resources.
- Outdoor areas that are dominated with outdoor play equipment.
- All our outdoor areas have fitted high quality shade eliminating sun rays.
- All our outdoor areas include a vegetable patch, where children are encouraged to enjoy the experience of planting and growing their favourite veggies. This encourages them to adopt healthy eating habits and an appreciation for the natural environment.
- All our centres have CCTV cameras installed.
- All our centres have AC's and are equipped with fire safety equipment.
- All our centres are certified by a Health & Safety officer.

We also lead by example, encouraging the children to understand the importance of recycling and the value of water within our environment.



## **Our program**

Critical reflections are made on a daily basis. Reflections, and the program is planned according to your child's interests, needs and developmental milestones. It is through play based experiences that educators invite your child to increase their learning opportunities.

The program is guided by the Early Years Learning Framework learning outcomes. These are:

1. Children who develop a strong sense of identity.
2. Children who have a positive self-image.
3. Children who are socially adept.
4. Children who are effective communicators.
5. Children who nurture positive attitudes towards learning and become engaged and confident learners.

## **Your family is part of our family too**

We strive to make sure all our centres feel like a home away from home. And so, we work hand-in-hand with all our parents, any family members and the grater community. Connections to your child's home, social and cultural life are an important part of your child's development.

The lines of communication remain open between parents, children and our centre.

- The Coordinator/Manager in charge is always available for discussion with parents. Parental meetings are held on a regular basis on appointment. Since parents are very busy, arrangements can be made for more private discussions at agreed times.
- Information provided by parents about their children will be kept confidential and treated on a strict need to know basis.
- Information regarding the children's activities throughout the day is always available to parents on a daily basis through the procare application, our outdoor notice boards, through verbal communication and through the newsletter which is delivered to parents every term.
- We work with families to develop and evaluate goals for your child.
- Parents are encouraged to come to our outings, induction meetings, orientation sessions and parent's clubs.
- If we have any concerns about a child's well-being during the day, every effort will be made to contact the parents or their emergency contact.
- When possible, to further encourage the children's development, parents will be asked to send in objects from home, e.g. photographs, old boxes and cartons, cereal boxes, egg cartoons etc. to involve them in our activities.
- Parents are requested to keep us informed of any changes to personal circumstances which may have an effect upon a child, e.g. change of address, telephone number, doctor, emergency contact.
- The educators at Stepping Stones consult with parents the progress and development of the children daily and maintain a good and friendly relationship with them.
- The staff ensures that all the children feel included, secure and valued. They build positive relationships with their parents on order to work effectively with them and their children.
- Parents are also requested to keep us informed of any circumstances which could have an effect on a child's emotional wellbeing, e.g. bereavement, separation or illness in the family.



- To ensure your continued satisfaction, we conduct parental meetings a minimum of two times per year as part of our quality improvement process.
- An evaluation sheet is given to parents every parental meeting and can be filled anonymously from our website.

We also acknowledge that all parents within the centre have an amazing set of skills and interests, and children love learning about these experiences. And so, we would encourage you to share these with the children and educators.

We would  
love you to  
be part of the  
curriculum!

## **Commitment to sustainability**

We encourage educators, children and families to reduce, re-use and recycle. Each centre has a recycling box where children can bring items from home to craft.





## Our learning programs

We offer a range of specialist programs to stimulate your child's creativity and development.

**Arts** – Through exploration of a wide range of art works, styles and techniques children learn how to observe and translate their thoughts into the 100 languages and listen and respond to multiple perspectives.

**Fitness** – An innovative program that teaches children to love physical activity, develop motor and co-ordination skills and stresses the importance of being healthy. Dancing, Yoga, Outdoor games and sport skills are taught within this program.

**Music** – Music ignites all areas of the child's development and skills for school readiness: Intellectual, social and emotional, fine/gross motor, language and overall literacy. It helps the body and mind to work together allowing children to practice self-expression.

**Earth** – Early childhood educators have a 'powerful window of opportunity to play an active and significant role' in assisting young children and families to understand sustainability issues, concepts and practices. The children will further develop their awareness of their impact on the environment and ways to minimise it.



# Internal Review Process

At Stepping Stones, we take regular evaluations, monitoring and in depth reviews. This process is done step by step (Diagram and explanation below).



**Step 1** – The process starts with noticing. The review may start when an issue is noticed or a question may be chosen for review. These reviews are done every six months.

**Step 2** – This step involves the investigation. Investigating includes finding possible evidence for example while reviewing our parental evaluation sheets, staff evaluation forms, feedback from staff meetings, student evaluation sheets, observation sheets and feedback from our quality manager that goes around our childcare centres to check the quality of each centre. We make sure to look thoroughly at what we already do and how well it works, we then investigate what is considered to be good practice and what we can change after the review.

**Step 3** – This step involves collaborative sense making. This step involves us validating and engaging in the process of making sense of the information we gathered. We ask questions like ‘What have we found’ and ‘what does this mean?’

**Step 4** – This step involves prioritising to take action. This step involves us seeing what actions need to be taken and how we will be taking these actions.

**Step 5** – This step involves monitoring and evaluating. This step involves us monitoring and evaluating the taken action while asking questions like ‘what changed?’, ‘did our plan work?’, or ‘do we need to change anything else?’.





Parent  
Information



## **Procure application**

Procure is a free app that families can download and from it you will receive photos, news, reports on developmental milestones, children's learning stories and observations, projects children have been involved in and centre updates.



Stepping Stones proudly introduced the procure application to all the centres to provide our families with greater access to their child's learning and development.

Procure provides a secure way to share information with families, through real time updates. Posts are only shared with invited family members and educators and cannot be shared across the web.

Parents can request and approve for family members, such as grandparents who live away to connect to their child's procure page and share in their learning.

## **Children's progress**

At Stepping Stones, we make sure that you understand your child's progress via a range of initiatives.

**Child observations** - Each month educators will write highlights of your child's learning and interest throughout the week on procure. This will be tagged as an observation. Parents are encouraged to read these observations and communicate with the centre coordinator if they find any difficulty in understanding.

**Stepping Stones Newsletters** - Our term newsletter from the office keeps you up to date with what's happening within the centre. It includes information around children's health and safety, policy reviews and all upcoming events. Parents will also receive daily notifications about their child's care and transition.

## **Child's personal records**

Children's personal records include registration and admission forms, signed consent forms, and correspondence concerning the child or family, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable cabinet and are kept secure by the Manager in a suitably safe place.

Parents have access to the files and records of their own children but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

# Child protection

Our Centre follows the child protection policies and procedures as established by the National Standards for Child Day Care Facilities and each member of our staff is bound to comply with these standards. Our staff are trained to recognize signs of suspected abuse and are bound to report any suspicions to the management, who in turn, is obliged to report said suspicions to the appropriate authorities after the investigation is undertaken in a confidential manner. (Agencija Appogg Tel 2295 9000 or Freephone 179).

The commissioner for children also published the below poster which includes all children's rights.



The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.



# **Behaviour management**

Stepping Stones staff is trained to be very positive at all times towards the children, towards each other and towards the childcare centre. Any issues or problems arising with children, other members or staff or parents should be discussed in private with the manager. The passing of negative comments about parents, other staff or children is not acceptable in any other forum.

We notice that sometimes children will pick up speech habits from their surroundings, and may use speech which is inappropriate. If this happens the parent must be contacted immediately and the difficulty pointed out. The parent must be requested to work with the child to show the child that the comments the child has made are not acceptable within the school.

All our staff members are trained to ensure that children are not bullied or threatened while in their care.

Children are not given physical punishment nor are they exposed to intellectual, emotional or verbal abuse.

The staff members work in a respectful and courteous partnership with parents and children to promote positive behaviour.

## **When a child does something inappropriate:**

- The carers will address and respond to a child's difficult behaviour in a firm, caring and sensitive manner that promotes positive interactions between the carer and child and between the child and the other children.
- The carer explains to the child why, what he/she was doing was wrong.
- Shows positive guidance.
- The child will be re-directed to other positive behaviours.
- The carer helps the child to foster the ability to become self-disciplined.
- Children will receive positive reinforcement when they show positive behaviour.

## **Prohibited Behaviour:**

No corporal punishment such as hitting, spanking or beating.

No negative reinforcement.

No threats of corporal punishments.

No abusive language.

No force feeding.

No form of public humiliation.

No emotional, verbal, physical or any form of abuse will be tolerated in any centre.



## **Sick and accident management**

Sick children will not be accepted in the centre and will be sent home, a medical certificate needs to be presented to confirm when child is fit for school.

If a child becomes ill at the centre, we will take every step possible to contact parents. In the meantime, the sick child will be kept in a sick bay while being taken care by a carer until the parents collect their child.

We will expect parents to cooperate with us by not bringing children to the centre if they have any infectious or contagious illness such as fever, cough, runny nose, rashes, lice and nits, vomiting, diarrhoea, sore throat.

Parents need to call the centre before 8am to advise that the child will not be attending the centre. Parents also need to call to let their centre coordinator know when the child will be returning.

Staff will also be asked not to attend work under the same circumstances.

### **In any cases of accidents:**

- Any child will receive first aid by a member of staff.
- Gloves will be worn when dealing with blood or any other bodily fluids.
- The wound will be cleaned with sterile cloths or a cold compress applied. No ointments or plasters can be used.
- If hospital attention is needed, then the centre coordinator or the supervisor will make that decision and will take the necessary action and call 112 for an ambulance. Please keep in mind that 112 is first called by our staff so that an ambulance can quickly make its way to our centres.
- If the accident has happened to a child and the child need medical assistance, the parents will be informed immediately by the centre coordinator or supervisor
- The accident will be recorded on our procare application. It will state the time it happened, the date, how it happened, first aid given and will be signed by the staff and parent/carer.

## **Food and drink policy**

At Stepping Stones eating represents a social time for children and adults and helps children to learn about healthy eating.

Before a child starts to attend our childcare centre, we find out from parents or caregivers about any dietary needs, including any allergies and we record this information about each child's dietary needs in her/his registration record. Parents are asked sign the record to signify that it is correct and we urge parents to always update their centre coordinator with regards to their child's allergies. In all our centres we display current information about individual children's dietary needs so that all staff and students are fully informed about them, we also implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.

Children have meal times during the day to eat but if a child is hungry s/he will be provided with food at any time during the day. We organise meal and snack times so that they are social occasions in which

children and staff participate all together. These lunch breaks also help children to develop independence through making choices, serving food and drink and feeding themselves. We provide children with utensils which are appropriate for their ages and stages of development.

During our birthday parties or any party throughout the year, we always make sure to provide nutritious foods, drinks and snacks, avoiding large quantities of fat, sugar, salt, artificial additives, preservatives and colourings.

We welcome foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day and during activities.

We inform parents who provide food for their children about the storage facilities available in the centre

We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.

## **Uncollected child**

All of our centres obviously have an obligation to stay with any uncollected child at the end of the day, until that child is collected.

Educators from every centre must not release any child to an unauthorized person, even if the collection is late, unless an authorized person telephones to state that because of an emergency a different person will be collecting. In this case, the authorized person should give the name and address and an ID card number of the unauthorized person and the carer in charge should check this description before permitting the child to leave.

A record will be kept in the register of all children who are not collected by the due time. This will note the date, the time at which the child was collected, who collected the child, and the reason given.

In the event that a child is not collected by the due time on three occasions in one year, the parent will be written to by the centre, pointing out the difficulties late collection caused the centre while also informing the parent that the child will not be able to attend the centre any further if this happens again.

In the event of a parent or designated person failing to collect a child, every effort must be taken by the educator to contact authorized personal as soon as possible. If all attempts to contact a parent/guardian, designated person or emergency contact fail, the educator will then inform the police to become in charge of the situation in helping to trace the parent/guardian of the child.

There will be a late fee charge of €15 for every hour that the child is left at the premises after the final collection time.

# Whistle blowing

This policy is aimed to safeguard children from any type of abuse at the centre. Neglecting serious cases of abuse means neglecting one's professional duties. If any member of the staff notices any form of abuse which might be committed within the centre by any other staff member or student the staff member has the rightful duty to report the incident to the manager, child protection services (APPOGG Tel 22959000 or Freephone 179) and MFED (Tel 25980000). Thus it is imperative that carers take the appropriate action when there is a strong probability of abuse. The staff may be assured that management will not take any action against any staff member reporting such instances of inappropriate behaviour.

## Complaints

At Stepping stones, we believe that children and parents are entitled to expect courtesy and prompt attention to their needs and wishes. We also welcome any suggestions on how to improve our centre, these can be sent via email to our offices on [maltasteppingstones@gmail.com](mailto:maltasteppingstones@gmail.com) or call on 21803360.

We anticipate that most concerns will be resolved quickly by an informal approach but if this does not achieve the desired result, we have a set of procedures for dealing with concerns.

- The parents pass the complaint to the centre coordinator.
- The complaint is discussed in private at the centre.
- If this does not have a satisfactory outcome or if the problem reoccurs, the complaint is manifested in writing to the managing director Mrs. Michelle Spiteri (B. PSY, Hons) Child Play Therapist.
- If the complaint is still not resolved, the complaint will enter into a centre complaint form and a meeting will be held with the parent, manager and the director.
- The managing director will take the final decision and ensure that the child's wellbeing is the priority in the complaint.
- In any case that the parent feels that the complaint is still not resolved, the parent can also refer to the MFED complaints procedure. (Education Department contact number - 25980000)





## **Equal opportunities and children with special needs**

At Stepping Stones, we provide equal opportunities for all children regardless of their race, culture, religion, language or ability. Children of both sexes are positively encouraged to participate in all activities. We positively welcome children and their families of all races, languages, beliefs and backgrounds and strive to provide all children with positive self-images and values and to help them feel included.

- Every centre promotes positive recognition, understanding, knowledge and celebration of differences.
- Toys and equipment are chosen with the differing needs of the children in mind.
- Displays will show and reflect a positive image towards the world in which we live.
- Books are chosen to meet all the children's ages and abilities and to reflect the many differing lifestyles in society.
- Home corners will be changed regularly to show different cultures, races and the world around us. We will ensure that the opportunities and activities in the learning environment are available to all children and their families.

It is our policy to positively value and respect people regardless of their gender, ethnic origins/racial groups, religions, cultures and linguistic backgrounds.

At Stepping Stones children with special needs will be given extra help in areas of their development such as communication, physical skills, learning or behaviour. Early identification is essential in order to support children and help them achieve within our early learning centre. We aim to adapt our routine, activities and environment to allow all children to participate and reach their full potential.

Through detailed planning and organization of resources, we aim to make all activities available to all children throughout the centre at a level appropriate to their developmental need. All our centres are also well structured to cater for persons with physical disabilities and wheelchair users.

## **Data protection**

All our centres maintain confidentiality with all service users in line with the Data Protection Act. Any information and records concerning children or their families will only be shown to the appropriate authorities in this instance the Department for Social Welfare Standards, or in the case of suspected child abuse to the Child Protection Services. The use of photographs of the children will not be permitted without the expressed consent of the parents in the registration form.

Relevant details of all members of staff are also held in confidence and therefore with access limited to only the management and the individual themselves. Details of all unsuccessful applicants for posts are held for a period of three months after the post is filled.

Once in post, staff details, appointed position and salary are kept by the management in the office. Details of salary amendments are also held by the manager in the office.

Records of individual members of staff are held for ten years after their departure.

Roasters, sick leave and leave papers are all treated with confidentiality and kept in the office. Due care is taken to proceed in accordance with the Data Protection.



Getting started  
at  
Stepping Stones

# **Admission to Stepping Stones**

When an interested parent calls our centres, an email with all the information needed is sent. Once the parent gets the confirmation that there is availability, the parent then has 48hrs to register their child at the interested centre against a registration fee.

Prior to a child's attendance at the centre the parents or guardians must complete and sign our centre application form, free government scheme application form and fill in the child's background information sheet.

This will provide the centre with the following vital information:

- Name, home address and date of birth of each child.
- Starting date and number of hours per week required.
- Arrangements for payment of fees and registration fee
- Name, address and telephone numbers of parents or guardians.
- Emergency telephone numbers.
- Pick up authorisations.
- Special diets.
- Health history.
- Details of any allergies.
- Parental consents on emergency procedures.



## **Preparing your child for their first day**

- Prepare your child beforehand. Talk about the centre, the activities, new friends, new toys etc.
- Drive past the centre on the weekends – show family members your child's 'new school'.
- Let your child pack the bag, it will teach them to recognise their 'own' bag.
- Label all clothing, shoes, hats, bottles, lunchboxes, jackets, school bags, dummies and dummy chains (this helps both us and your child).
- Prepare a set of bedding to bring with you to the centre, these will be used to cover the bed mattress. The bedding will be sent back in your child's bag every day to be washed and returned the next day.
- If your child is over one year of age, you can show him/her the uniform.
- Prepare two sets of change of clothes, a packet of nappies and wipes to leave at the centre.
- Make sure to prepare and send indoor comfortable shoes which must also be labelled. (No shoes with laces or flip-flops are allowed.)

## **Induction meeting**

An induction meeting will be held before your child's starting date. During this meeting, the management team will give an informative induction to all parents including our policies, procedures and all information regarding our services.



## **Orientation session**

- Families must complete a background information sheet, pay the registration fee and return it to the centre within 48 hours of acceptance before orientation can take place.
- It is recommended that your child attends the one orientation session in order to meet the educator.
- Families must book the orientation session to ensure the educator is available to organize this session.
- A green fob keychain is given to each family to sign in and out the child, this will be done by the centre coordinator.
- During the orientation sessions, families should stay in the room with their child to familiarise themselves with the environment and routines to support their child.
- Orientation children are not included in the ratios until official start date of service.
- Parents are to take full responsibility of their child during the orientation session.
- During the orientation sessions encourage your child to join in the activities which will be prepared by our carers. It would also help to use positive and encouraging phrases for example: 'Wow, it's a lot of fun here'
- During the orientation session, the head carer will discuss your child's routines, requirements, and areas of learning you want educators to focus on with you and record these on the background information sheet

## **Settling in period**

The settling-in period is a gradual introduction of the child to the centre, children, activities, routines and staff. The child needs to become familiar with the centre in order to feel confident and safe within it. The process can take up to two weeks or longer, depending on the age of the child and his/her previous experience of being away from home. For this settling in period, the centre coordinator will set up a starting date and your child will stay at the childcare centre for one to two hours' daily until s/he is ready to stay his/her full hours.

## **Your child's first day**

What will your child's first day be like? An unfamiliar setting can be a challenge to both children and parents, so we encourage all families to participate in an orientation program.

- Often, arriving a little earlier for the first few days allows you to prepare your child for the first day of childcare.
- We think it is important to say goodbye to your child so they know you are going and that you will be coming back, even if this initially upsets them.
- It is normal for children to be upset and have mixed emotions during drop off. It is very important that parents/caregivers show support and encouragement, assuring them that everything will be fine.
- You can rest assured that our educators are very skilled in settling children and will spend time building a relationship with them.
- Your child's educator will also keep you updated through the procare application

# ORIENTATION TIPS

## FOR PARENTS

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Dear new families,

Welcome to our Stepping Stones family! We understand that starting care for your little treasures can be an exciting and anxious time for all.

Please note that we are a part of this journey with you and do not hesitate to come into the office for support, chat or a cry.

### Tips to help parents prepare: -

- Practice packing up, leaving the house on time, the drive to the day care and what's involved. Time this and allow yourself some flexibility for traffic and unforeseen events. Planning is the key to staying calm and in control.
- Be clear about drop off and pick up times. What arrangements are in place for late pick up? There may be a 'late fee' which is part of the child care policy. Late fees after 6pm are 15euro an hour.
- Speak with our educators. They may have some tips on what has worked with other children of the same age and stage.

### What to do if your child is not adjusting to child care: -



- Remind yourself that this unease will pass. Most children go through adjustment passes when making any change.
- Introduce a 'transitional love object' such as a rest, doll, muslin cloth or special toy which your child can snuggle up with. Some kids are more open to these than others.
- Tell yourself that your child's protests are really a demonstration of how they love you. They aren't doing this to make your life hard.
- Remind yourself that your child's behaviour is not a snapshot of how they will always be. With time and maturity, patience and reassurance, they will evolve out of this upsetting time.

## How to manage your own day care emotions: -

- Share your emotions with your partner. No doubt they're having some big feelings themselves but may just be demonstrating them in a different way.
- Allow yourself to enjoy your work or whatever you are doing whilst your child is at the childcare centre. Guilt, whilst a powerful emotion, is not a default position for parents when their children are at childcare.
- Rely on our updates on procare, these will put your mind to rest as educators will be updating your child's page each hour with all the activities your child has been up to.
- Avoid rushing. Be organised and pack your child's bag and prepare their lunch the night before if possible.
- Try to stay positive, even if you don't feel it. Your child will follow your lead so keep your tears for the car or when you're at work.
- Be sensitive to your child's behaviour and responses to childcare. If they are happy and content and you are given positive feedback about their progress, then feel reassured.
- Give yourself time to adjust to your child going to childcare.
- Remind yourself that you are still your baby's parent and no one else can take your place.
- Feel confident that you have made the best choice for you and your child. Doubts can be exhausting and distracting.
- Speak with your child's educators and share how you feel. Similarly, feel free to talk to other parents who are undoubtedly going through the same range of emotions as you.



# SEPARATION ANXIETY

## IN CHILDREN

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Separation anxiety in children is when children fear being parted from their parents or carers. It's common and normal among babies and toddlers. A few pre-schoolers and school-age children develop a more serious form of the condition, called separation anxiety disorder.

### What is separation anxiety in children?

Separation anxiety is the common and normal fear that children have of being away from their parents or carers.

Separation anxiety can start at around nine months and reach its peak in babies ages 14-18 months. It usually goes away gradually throughout early childhood.

Stranger anxiety is similar to separation anxiety. It's when children get upset around people they don't know. It can happen from 7-10 months and usually starts to go away after the child's first birthday.

These anxieties are a normal part of development and are nothing to be concerned about. Children are starting to move at this stage, so these anxieties make sense from a survival point of view. That is, if children could crawl or walk away from their educators but weren't afraid of separation or strangers, they'd get lost more easily.

### Helping children with separation anxiety

If your child is suffering from separation anxiety, there are lots of things you can do to help.



#### **AT HOME: -**

- No matter how frustrated you feel, avoid criticising or being negative about your child's difficulty with separation. For example, avoid saying things like 'Don't be such a baby' or 'she's such a mummy's girl'

## **IN NEW PLACES: -**

- Let your child take something they love from home, like a teddy bear, pillow or blanket. These objects will help your child feel safe, and you can gradually phase them out as your child feels more settled in the new place.
- Tell your child's childcare centre about their separation anxiety, and let them know about anything you're doing to help your child. This way, other people in your child's environment can give consistent support.
- Gently encourage your child to separate from you if giving them practice. It's important to give positive experiences of separations and reunions. Avoiding separations from your child can make the problem worse.

## **WHEN YOU ARE LEAVING YOUR CHILD: -**

- Tell your child that you're leaving and when you'll be back. This is helpful even with the babies. Sneaking out without saying goodbye can make things worse. Your child might feel confused or upset when they realise you're not around and might be harder to settle the next time you leave.
- Settle your child in an enjoyable activity before you leave.
- Say goodbye to your child briefly – don't drag it out.
- Keep a relaxed and happy look on your face when you're leaving. If you seem worried or sad, your child might think the place isn't safe and can get upset too.
- Read books or make up stories with your child about separation fears – for example, 'Once upon a time, there was a little bunny who didn't want to leave his mummy in the hutch. He was afraid of separating from their parents.'
- Make a conscious effort to foster your child's self-esteem by complimenting and giving lots of positive attention.
- Read about the stepladder approach, a gentle behaviour technique that can be used to help children who suffer from separation anxiety.

## **Separation anxiety disorder in children**

As children reach preschool and school age, they are less likely to have separation anxiety. Of course, there'll always be time when they only want to be with you. If your preschool-age or school-age child seems particularly and regularly upset about being separated from you, it's possible they have separation anxiety disorder. About 4 percent of pre-schoolers and school-age children develop this condition.

### **SEPARATION ANXIETY DISORDER IS WHEN:**

- The anxiety interferes with your child's life, and therefore with your life
- Your child has more severe anxiety than other children the same age
- Your child's anxiety has gone on for at least four weeks

If you're concerned your child might have separation anxiety disorder, look out for time when they:

- Dislike being separated from you
- Worry that you or they might get hurt or have an accident
- Refuses to go to child care
- Refuses to sleep at other people's places without you
- Complains about being sick when separated

*At around 10 months, most babies get upset if a stranger comes up to them in an unfamiliar room. Only 50% get upset if they have time to get used to the room. This means that in new situations, babies cope better when they come across new things gradually.*

### **PROFESSIONAL HELP FOR SEPARATION ANXIETY AND SEPARATION ANXIETY DISORDER**

You know your child best. If you're worried about their anxiety, consider seeking professional help. Here are some places to start:

- Your child's GP or paediatrician
- Your local children's health or community health centre
- Child counsellor

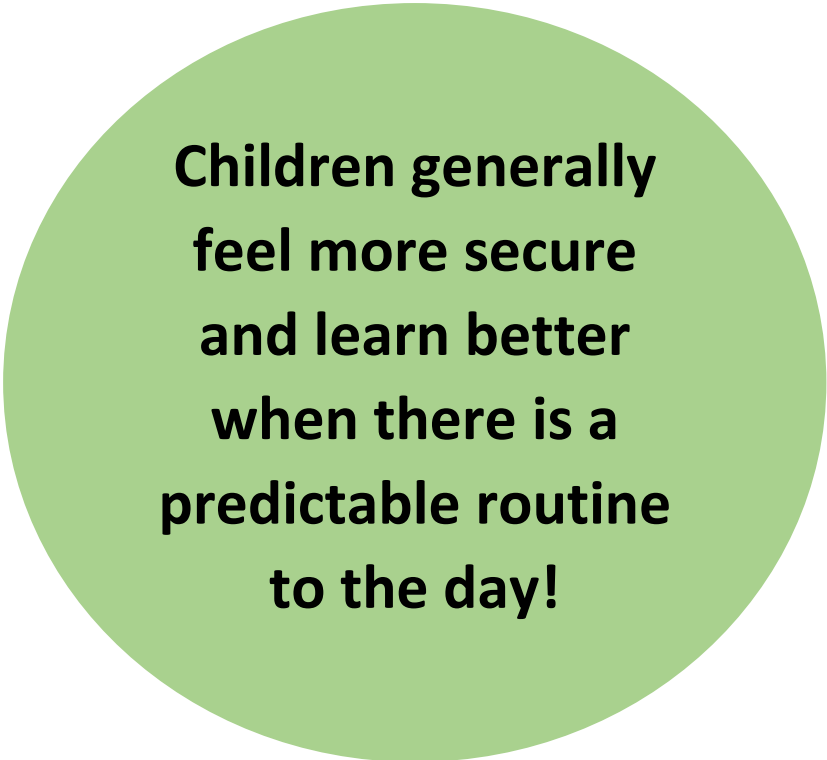


## **A typical day at Stepping Stones Childcare Centre**

Children generally feel more secure and learn better when there is a predictable routine to the day. We display the routine in each room, however it may vary throughout the year due to unforeseen weather or special events or the children's engagement in a project.

Each room follows the general child care routine:

- Arrival
- Breakfast
- Indoor/outdoor play exploration
- Nappy Changing and bathroom routine checks
- Circle time
- Main Activity in coordination with the Emergent Curriculum
- Lunch Time
- Nappy Changing and bathroom routine checks
- Indoor/ outdoor play
- Special sessions
- Quiet experiences
- Nap time
- Nappy Changing and bathroom routine checks
- Indoor/ outdoor play
- Afternoon Activities
- Nappy Changing and bathroom routine checks
- Departure



**Children generally  
feel more secure  
and learn better  
when there is a  
predictable routine  
to the day!**





Facilities &  
Provisions



## **Birthday parties**

Birthdays are important occasions for children to celebrate this special day with their friends! At Stepping Stones, we make sure to offer a fun memorable experience for your child on his or her birthday, by providing an exciting range of entertainment and activity packages to choose from. Our centre coordinators will gladly be of assistance to help and guide parents/caregivers to choose the perfect package for your child.





## Transitioning between room

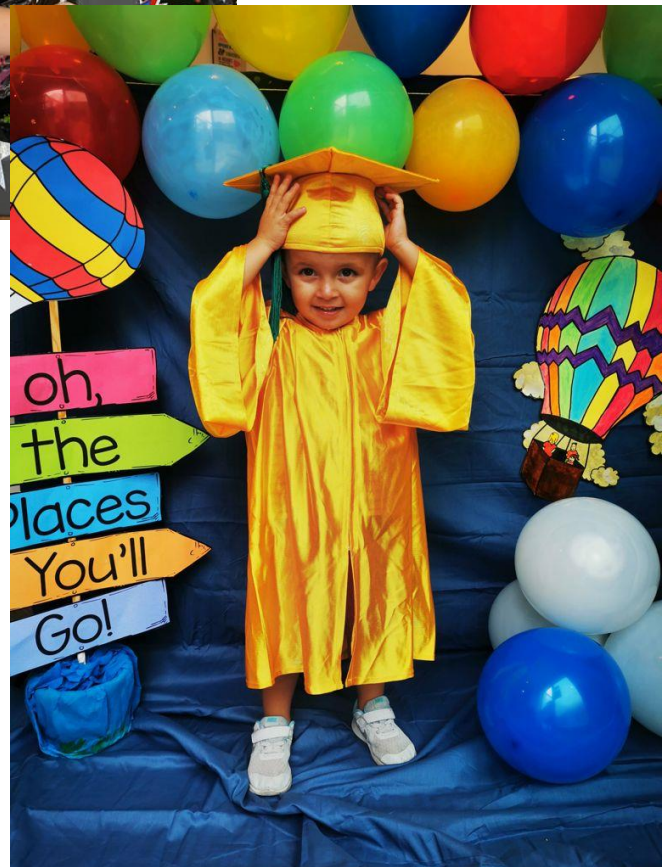
As a child approaches the next age group, educators will speak to families about the transition process. We encourage the children to spend small amounts of time in the older room leading up to the changeover to assist them to build strong relationships with the educators and children.

The process ensures a smooth and positive transition. Educators are guided by each child's reaction and will work to the child's pace.

Before each transition period, our children have a small party where they sing a goodbye song with the educator and we surround the children with love and hugs.



*A graduation party is held every January and September for all those children who will be moving to Kindergarten!*



## **Parent and child club**

At Stepping Stones, we also organize parent & child clubs throughout the year. These parent clubs offer a number of different fun learning activity sessions aimed to be enjoyed by the little ones & their guardians.



## **Outings**

At Stepping Stones, outings are something we love to organize! Throughout the year, our management teams up to organize a minimum of two fun-filled outings for our parents/caregivers and children to enjoy.

Children learn best when they can see, hear, and experience things first-hand. We make the most out of organizing multi-sensory learning activities inspired by the Reggio Emilia Approach as sensory learning is an important part of pre-school life, and these outing trips answer the requirements of all five senses while enjoying the outdoor.









# Fees & Subsidies



Our parent handbook will be reviewed from time to time. We understand that circumstances may shift and so the management has the right to change any policies written. Any changes to policies will be sent to all our families via Procure.

## **Fees**

Our registration fee is currently €150 which includes registration and one set of the summer uniform, one set of the winter uniform and our draw string bag.

Any extra uniform items can be purchased at your own cost. Our price list can be found below.

Any extra hours or any other charges not covered by the government scheme will be charged per hour with the below rates-

<b>Year</b>	<b>0-12 Months</b>	<b>13-36 Months / or upon 1<sup>st</sup> eligibility for Kinder 1</b>
2022	€4.50	€4.30
2023	€4.80	€4.55
2024	€5.00	€4.85

Non-government scheme service users are requested to pay their child's monthly fee a month in advance. Any vacation or sick leave should also be paid in full to keep your child's place at our centre.

Any late pickups after 6pm will be against a charge of €15 per hour.

We also collect an additional fee of €50 for sessions that will include cooking and food, these will be held throughout the year.

Fees are not refundable.

## **Changes to attendance**

Parents are required to give four weeks' notice if you they wish to terminate their child from any of our centres.

With regards to the booking of hours per month, parents cannot book less than 10percent of the original booked hours accepted by the centre upon registration.

Every effort will be made to try to accommodate any additional days or change of days but please remember that these are dependent on other children's bookings and staff rosters.

Absent hours cannot be transferred to any following month.

# Stepping Stones UniForm

8

Stepping Stones - Polo shirt & Sweatshirt



Summer Uniform



Winter Uniform

## Stepping Stones Children Uniforms



Bag  
(which will be used  
for extra clothes  
and kept at the  
centre.)

### Price List:

Jumper – €17

Jog Pants – €15

Polo shirt – €15

Shorts – €10

Bag – €8



Summer Uniform



Winter Uniform



## **Government Scheme service user's terms and conditions**

- Children whose parents are in work or in education can benefit from the free childcare scheme. 'Parents in work' is defined as both parents / guardians who are in work, or single mother / father / guardian who are in work and paying social security contributions. 'Parents in education' is defined as both parents / guardians who are in education leading to a recognised diploma or degree or single mother / father / guardian who are in education. Parent/s is / are entitled to free Childcare for all children of childcare-age, at a rate which is pro-rata to the mother's (or single father) employment hours.
- Parent/s is /are to inform the provider of any changes in the number of hours and days of service one month in advance according to the Government deadline which date will be provided in Stepping Stones Newsletter.
- Parent/s is / are urged not to over-book more hours of childcare than what is necessary. In case of overtime or unforeseen circumstances, an additional allowance of 10% over the booked hours will be paid by the government if utilised.
- Parent/s can consume more hours over and above the additional allowance of 10% that they are entitled to with the free Childcare scheme. These hours will be noted as extra hours and parent/s must pay the provider directly. Providers must inform parents of the chargeable rate prior to registration.
- Parent/s has / have to present a medical certificate when a child is sick for more than 3 days, in order to be allowed to re-attend child care. Parent/s are entitled to a monthly absence allowance of 10% under the booked hours. For example, for a 100-hour monthly pack, a child can attend a minimum of 90 hours. Furthermore, an additional yearly absence allowance of 15% over the booked hours applies.
- Parent/s is/are free to avail themselves of free childcare within the childcare centre of their choice (provided that the childcare centre enters into the free child care scheme agreement with Government)
- Free Childcare is terminated once the child is eligible to enrol into Kindergarten 1.
- Government will continue to pay for free Childcare while the mother is availing herself of maternity leave. Free Childcare is not extended to parental leave.
- Parent/s will be able to opt either for free Childcare of the tax rebate scheme.
- Termination or transfer; For termination of child attending the nursery for any reason, the centre needs to be advised one month before.

# *A message from our managing director Mrs Michelle Spiteri*



*'On my behalf of our entire staff, I would like to personally welcome you to Stepping Stones Early Learning Centre and thank you for your interest in our centres. My passion for child education is the corner stone of our creation for over 15 years and I am proud to say that we still live the same passion every day. It has been such a privilege to work with Stepping Stones families and educators over the past years. Our caring and committed staff will help guide your child to reach his or her potential. Being a child play therapist gives me the opportunity to observe and help children emotionally and psychologically. Thank you for taking the time to read our parent handbook, feel free to drop in my office or call at any time, it will be a pleasure to meet you and answer any questions you may have.'*



# *Appendices*

1. Admission form
2. Injury report
3. Outing consent Form
4. Complaint form
5. Cleaning routine



# Application Form

## Stepping Stones Childcare Centre

Name	<input type="text"/>	Address	<input type="text"/>
Surname	<input type="text"/>		<input type="text"/>
Date of birth	<input type="text"/>	Town	<input type="text"/>
Gender	<input type="text"/>	Postcode	<input type="text"/>
Email	<input type="text"/>		
Parent 1 (name)	<input type="text"/>	Parent 2 (name)	<input type="text"/>

### Service Applying for: Childcare

Monday	<input type="checkbox"/>	Amount of hours per week <input type="text"/>
Tuesday	<input type="checkbox"/>	
Wednesday	<input type="checkbox"/>	
Thursday	<input type="checkbox"/>	
Friday	<input type="checkbox"/>	
Saturday	<input type="checkbox"/>	

### Deposit

Registration fee - €85  
Uniform - €65 (uniform includes 1 set of summer, 1 set of winter and a bag)  
**Total - €150**

*Payments must be made in cash or via bank transfer. Applications will be accepted on a first come first serve basis and must be accompanied by our deposit. Acceptance will be confirmed in writing.*

### Pick up Authorisation

*Name the persons authorised to pick up your child. No other person will be able to do so without the parent/guardian's consent. (Kindly include yourself)*

Name & Surname	ID Card	Relationship to child
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Emergency Contact Details

*Please ensure that you include the correct details of the persons who may be contacted in case of an emergency.*

Name & Surname	Mobile no.	Fixed line no.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Figura: 38-44, Triq Censu Buxxetté, Figura 21803360  
B'kara: 182, Triq Għal Għalcher, B'kara 21440843  
Qawra: 482, Triq il-Buriet, Qawra 21584353

M'isala: 133, Triq il-Qalet, M'isala 21633743  
Smart City: SCM 03, Triq Rikazzoli, Kalkara 21801434

Email: [malta@steppingstones.org](mailto:malta@steppingstones.org)  
Head Office Tel: 21803360  
[www.steppingstonesmalta.com](http://www.steppingstonesmalta.com)

## Medical History

Please answer all questions carefully.

1. Does your child have any type of allergy? ☐ Yes ☐ No

If yes, specify: \_\_\_\_\_

2. Has your child ever had an operation/injury? ☐ Yes ☐ No

If yes, please describe: \_\_\_\_\_

If yes, please specify which month and year it occurred \_\_\_\_\_

3. Does your child have any specific dietary needs? ☐ Yes ☐ No

If yes, specify: \_\_\_\_\_

4. Is your child under any prescribed medicine? ☐ Yes ☐ No

If yes, specify medicine and dosage intake: \_\_\_\_\_

Please describe any other health or physical conditions (or any other condition) that we should be informed about:


*The data requested will only be processed by the administration of Stepping Stones for the general administration of the centre and for correspondence with participants themselves. Under no circumstances will this data be passed on to commercial parties. All this information is required so that, should the need arise, procedures may be carried out without unnecessary delays. In case of an accident or emergency, stepping stones administration will attempt to contact the person listed in the emergency contact details. If no one can be reached, the responsibility of your child's health will be assumed by the doctor.*

Kindly tick the below to give consent to Stepping Stones staff and management: -

<input type="checkbox"/>	We give permission that any images including your child may appear on our Facebook page and website, in printed materials produced for promotional purposes including leaflets, posters and adverts, or in material sent out to media.
<input type="checkbox"/>	We give permission to include your child in group photos or videos sent to all parents of the same classroom on our pro care application.
<input type="checkbox"/>	We give permission to the child care educators/management to provide first aid and take the appropriate measures, including contacting 112 (emergency services) and arranging transportation to the medical facility.
<input type="checkbox"/>	We, the undersigned confirm that we have read carefully and accept policies and procedures included in the Stepping Stones parent handbook.

Kindly attach the following documents to this application -

1. Birth Certificate
2. Immunization Record
3. Prescriptions

Parent/Guardian name

Id card

Date

Telephone

Mobile

Workplace

Workplace tel/ext no.

### Signatures

Parent 1 - \_\_\_\_\_

Parent 2 - \_\_\_\_\_

# Injury Report



Child's name –

Area accident took place –

Date -

Time of incident –

Description of incident –

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---

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First aid given -

Carer in charge –

Parent/guardian signature -

## Outing consent form

Date of outing: \_\_\_\_\_

Place of outing: \_\_\_\_\_

### Information about the child

Name and surname: \_\_\_\_\_

Allergies: \_\_\_\_\_

### Emergency contacts

Name and surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Name and surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of both parents/guardians

\_\_\_\_\_



Photos: \_\_\_\_\_

Relationship with child: \_\_\_\_\_

ID Card: \_\_\_\_\_

Relationship with child: \_\_\_\_\_

ID Card: \_\_\_\_\_

Emergency Contacts:- \_\_\_\_\_

\_\_\_\_\_





# Complaint Form

We hope that you feel comfortable enough to discuss any concerns or issues that you may have with us directly should our services fall short of your expectations. Should you wish to make a formal complaint, you may use this form to detail your concerns in writing. All complaints are dealt with in line with the complaints procedure. Please ask if you require a copy of this.

If you require further advice and would rather remain anonymous or feel that the matter remains unresolved following the complaint's procedure, you can talk in confidence to:

## Details of concern/complaint -

Date:

Your details: (Do not complete this section if you wish to remain anonymous)

Name & surname –

Contact number -

Nature of concern/complaint:

[illegible][illegible]