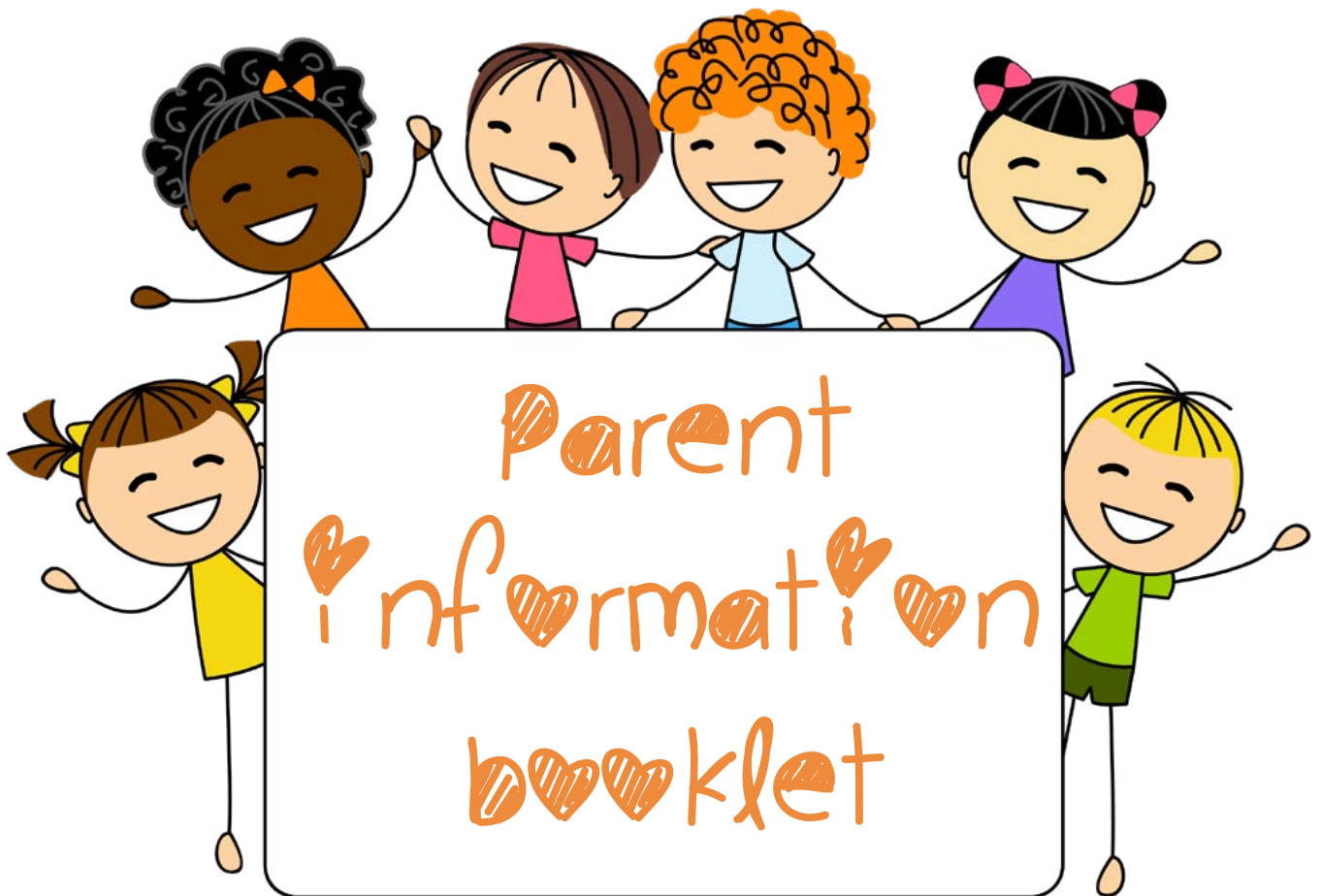




# happy hearts

RIVERHEAD EARLY LEARNING CENTRE



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## parent information

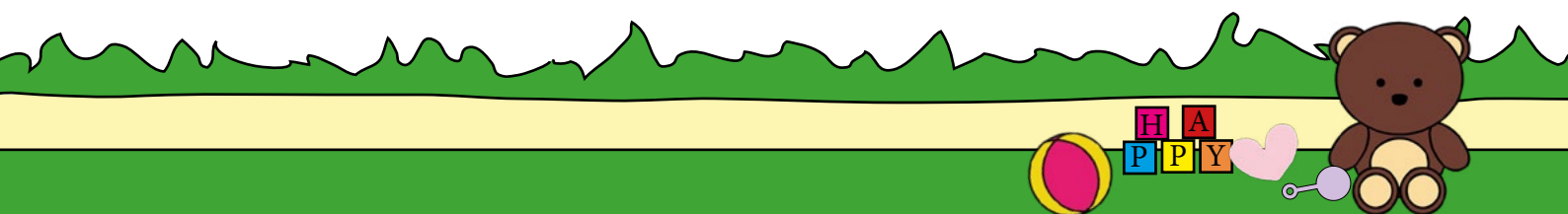
Happy Hearts is a wonderful, bright purpose built centre specifically designed to create a happy environment that meets the needs of all children. We cater for babies, toddlers and preschoolers in separate generous sized spaces, where they have the opportunity to explore, discover and grow.

The early years are a special time and we are dedicated to ensuring all children are genuinely cared for by passionate teachers who have the well being of the child as their priority. We are dedicated to providing a nurturing environment that has high quality education and care practices that are appropriate for all stages of a child's development.

We encourage children's learning through experimentation, exploration and play. Our project investigations holistically incorporate all aspects of the curriculum, which includes song, music, drama, art, movement and the natural world. Our resources are tailored to the interests and developmental levels of the child, and provide plenty of opportunity for their extension. As they approach school age our programmes develop the very important foundation skills of numeracy and literacy. We recognise that it is a significant event when your child moves from preschool to school and this is reflected in the curriculum within our transition to school programme.

Te Whariki, the early childhood curriculum, and its strands focusing on well being, belonging, contribution, communication and exploration are interwoven throughout all we do. Children are encouraged to take turns, share, care and listen to others, as well as talk about what is on their mind. It also means they will know limits and boundaries of acceptable behaviour, contributing to a happy and secure environment.

We welcome children from all walks of life, and we welcome input from family and the wider community, and embrace their contribution to our centre and to each child's development.



## Philosophy

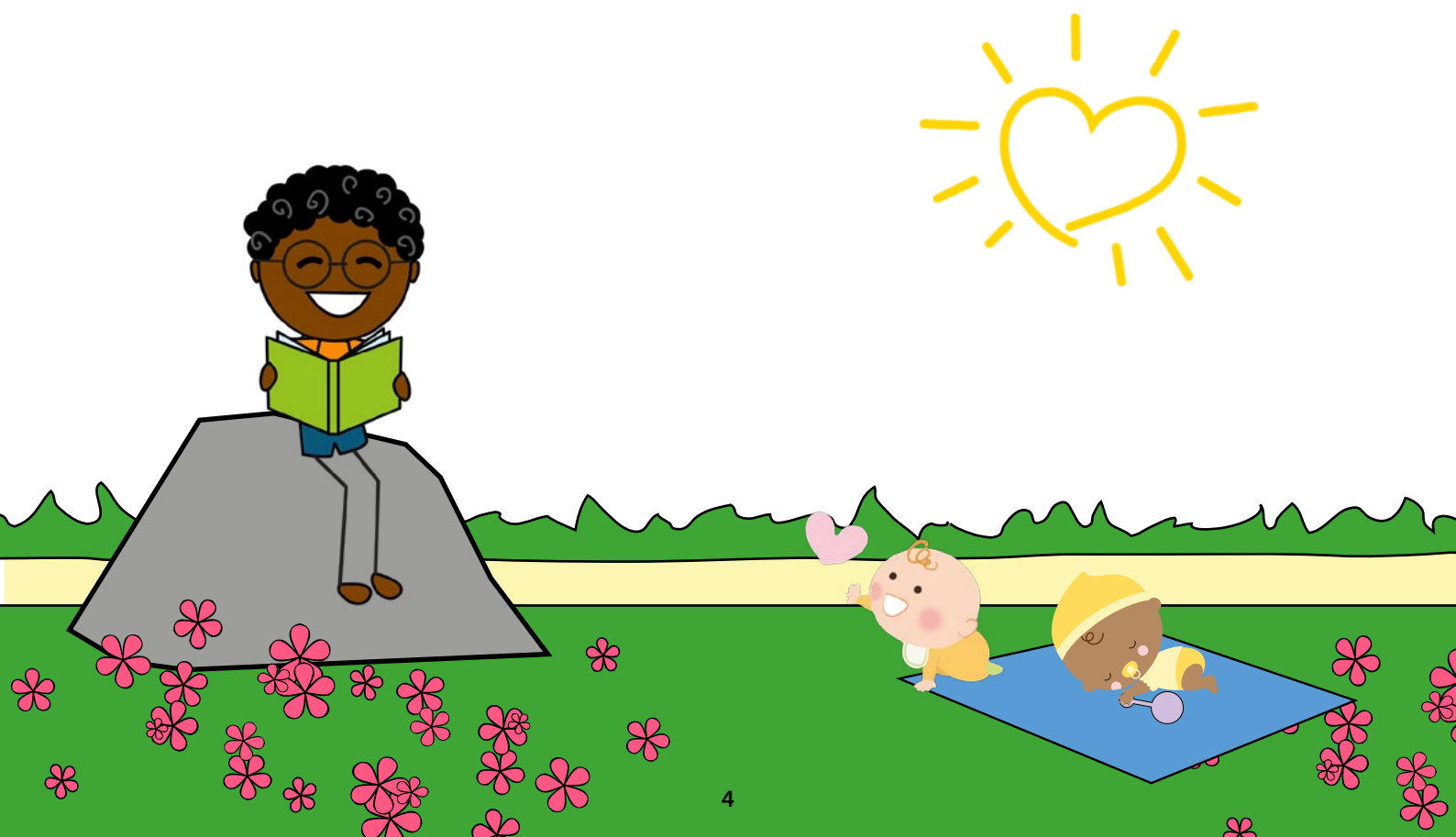
At Happy Hearts we strive to ensure that all children truly are the heart of the matter. We are dedicated to quality care and positive outcomes for all children. We believe trust, compassion and respect is the foundation of our environment, with love and care at the core of all that we do.

We are a dedicated, reflective and knowledgeable team who are collectively committed to fostering the learner's approach. We are committed to providing an environment where all children are respected as individuals and all children's contributions are valued.

We are committed to offering a learning environment that empowers children to be curious, courageous and to believe in themselves. An environment that values learning as a holistic journey. Children are encouraged to use initiative and creativity to foster wonder.

We support children to become confident learners through patience, understanding and giving them time and space to explore in our safe environment. Children can then freely develop the essential skills for lifelong learning such as independence, resilience, determination and perseverance.

Our core values and beliefs are strongly guided by Te Whāriki, our Early Childhood Curriculum. Children and whānau are central to all of our planning and decision making. We take into consideration the ethnic diversity of every child and their family in order to enhance good communication between parents, whānau and community. Relationships with family and community are held in high regard. This enables us to work collaboratively for the best outcomes for children and whanau. We ensure an awareness and appreciation of the bi-cultural heritage of our country, and that Te Reo is woven into our daily practice.



## Babies and Under 2's

Our under 2 area is kitted out especially for babies and toddlers with soft, padded furniture with safe round edges. We endeavour to care for our babies just as they are cared for at home. Infants need the security of knowing that their emotional and physical needs will be met in predictable ways. They will have plenty of uninterrupted play with freedom to explore and interact with others, balanced with routines that come from home which we incorporate into the day.

Some of the daily experiences offered are play dough, painting, sensory activities, puzzles and much more. We have an environment where they can roll, climb and explore safely and happily. We provide consistency and repetition in order to stimulate and extend further learning.

We have a huge, sheltered deck area offering plenty of indoor and outdoor flow, providing further space for outdoor exploration including sand, water play, small bikes and plenty more.

We aim for adult to child ratios between 1:3 and 1:4 at all times.

We invite you to come and see our special area, which we think is a delightful environment to settle in to. You will provide formula and foods for your child – as you know what is best for them.\* We will provide nappies and care for the hours you arrange with us. The children have a segregated area, but will also have plenty of opportunity to explore and participate in the wider playground at appropriate times and with appropriate supervision.



## Junior PreSchool

We offer a large open space room helping to contribute to a bright, happy and cheerful atmosphere, where many discoveries occur through play.

The development of skills and behaviours align to our resourced play equipment. Children make discoveries through play and we are focused on using these wonderful moments to stimulate and extend them into deeper thinking and targeted learning.

We once again have a huge indoor and outdoor flow allowing safe and happy play. The outdoor environment has play structures which we change regularly, sandpit, bike tracks, messy play, climbing, running and lots more.

Your child will transition to this area when they are ready and when numbers allow for quality ratios to continue. We aim for no less than 1:8 adults to children in this room.

*\*We are able to assist once a child is on solids, if this is your preference.*

Children will enjoy healthy prepared meals if you elect this option, including morning, afternoon tea and snacks.

We do not offer breakfast, but if you would like to provide them breakfast we are happy to offer milk and arrange for them to eat it between 7.30 and 8.30 each morning. Please ensure staff are aware of this each day by taking it out of their bag and putting it on the kitchen bench, clearly named.

We will be communicating with you about their development and special activities via learning stories using our online system, as well as keeping a portfolio of their art and other work. You will be provided access to our online system, and can view and comment. You might also wish to invite other wider family members to have access to this.



## Senior PreSchool

We offer another spacious room with resources carefully selected for the next important step; preparing for school. We have a dedicated learning room for the hugely important transition to school programme. Our resources extend to what the children will be seeing on their first day of school. This allows for extension and challenge.

When your child moves to this room, they will continue to enjoy a fun learning approach with plenty of exploration and play whilst we also expose them to a slightly more quiet and structured environment.

This transition is not to be underestimated and here we introduce group lessons on oral language, reading, writing, mathematics, creativity, music and project investigations.

Again we have our huge deck which encourages plenty of outdoor play including sandpit, bikes and bike tracks, water, climbing structures and of course much more. Gross motor skills encourage the development of fine motor skills.

Your child will transition to this area when they are ready and when numbers allow for quality ratios to continue. We aim for no less than 1:8 adults to children in this room.

As children approach school age, we will introduce lunch boxes – where in the last month or so they will be asked to bring a lunch box from home, with morning tea and a school lunch made for them by you. This helps them to get used to responsibility for their lunch box and eating, and they learn all sorts of little things like not eating all their lunch at morning tea time, as often happens at school. We may also invite children to do this once a week further out for the same reason, which we have found the children enjoy.





## Feeling Comfortable When First Arriving

**SETTLING** - When your child first enrolls in our centre, it is important that both you and your child feel relaxed and comfortable. Children go through an adjustment period when there is change in their lives. Joining a group of children is a change that can be exciting but also a bit scary. We want to do all we can to make this adjustment easy and pleasant.

The amount of time required to settle a child varies. Some children are settled from the first moment, while others may need a little more time. It is not unusual for children to be upset when it is time for their parents to leave. Our staff are well prepared for this and will provide children with the support required for them to relax and enjoy their time.

We recommend that you always say goodbye to your child when you are leaving and provide them with the positive reassurance that they will be cared for and that you will come back to pick them up later. Some children may then be happy to be guided into an activity, or otherwise left in the care of a teacher. We suggest that you do not stay too long or linger as your child may expect you to stay or you may increase your child's anxiety. Remember to keep your departure cheerful and positive, as children will look to you for their cues.

During this time of adjustment we welcome parent phone calls, texts or emails throughout the day.

**FAMILY PHOTO** – Could you please bring a family photo with your child as he/she begins at our centre. We can display it and have it incorporated into settling play.

**ARRIVAL** – When bringing your child into the centre please ensure that your child is brought into the building and left safely in the care of a teacher before you leave. Please make sure that you have signed or swiped your child “in” for the day.

**DEPARTURE** – You need to sign or swipe your child “out” at the end of the day. For safety reasons children will only be released to those authorized on the enrolment form. Your child will not be permitted to leave the centre with someone if you have not notified us accordingly. If you have nominated another person to pick up your child, please be aware that they will be required to provide identification before we will release your child. We believe this is an important security safeguard. Should a custody order be in place, please provide a copy to our manager. Please note that unless a legal order is in place, the child may be released into the care of either parent.







## over 2's helpful information form

### General Information

Child's Name: \_\_\_\_\_

The name your child prefers to be called is: \_\_\_\_\_

The special name your child calls their:

Mother: \_\_\_\_\_

Father: \_\_\_\_\_

Guardian: \_\_\_\_\_

Other: \_\_\_\_\_

Is there any special thing your child likes to do when they are upset? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My child has a pet: Yes ☐ No ☐

Our pet is a \_\_\_\_\_ and is called \_\_\_\_\_



## Strengths/Interests/Preferences



What are your child's particular strengths, interests, and/or preferences? \_\_\_\_\_

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## Food

What is your child's favourite food? \_\_\_\_\_

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What foods does your child dislike? \_\_\_\_\_

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## Sleeping

Day Sleep

From: \_\_\_\_\_ To: \_\_\_\_\_

How does your child go to sleep? \_\_\_\_\_

---

Does your child like to be patted? \_\_\_\_\_

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Does your child have a comforter to go to sleep? \_\_\_\_\_

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Further comments: \_\_\_\_\_

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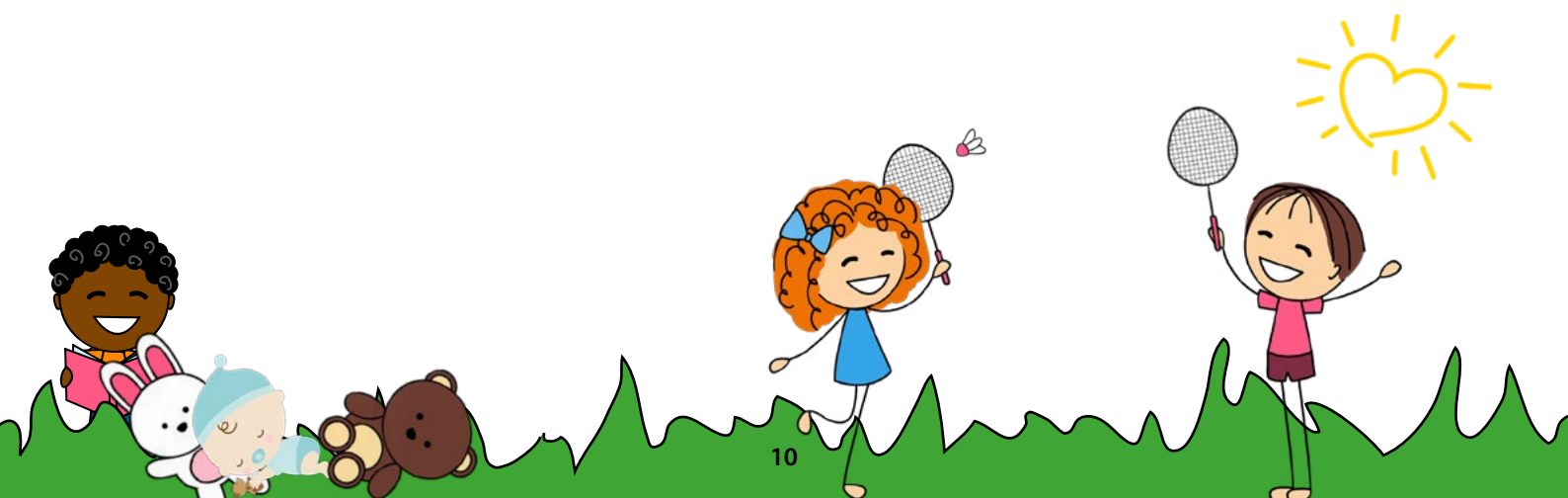
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## Play

What are your child's favourite activities? \_\_\_\_\_

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### Parent/Family/Whanau Aspirations for the Child

What are your aspirations and hopes for your child at our Centre? Are there any needs or cultural customs which you would like to tell us about? \_\_\_\_\_

This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced horizontal green lines across the entire width of the page. The background is plain white, providing a clear guide for letter height and placement. There are no margins, text, or other markings present.



## under 2's routine form

### General Information

Child's Name: \_\_\_\_\_

The name your child prefers to be called is: \_\_\_\_\_

The special name your child calls their:

Mother: \_\_\_\_\_

Father: \_\_\_\_\_

Guardian: \_\_\_\_\_

Other: \_\_\_\_\_

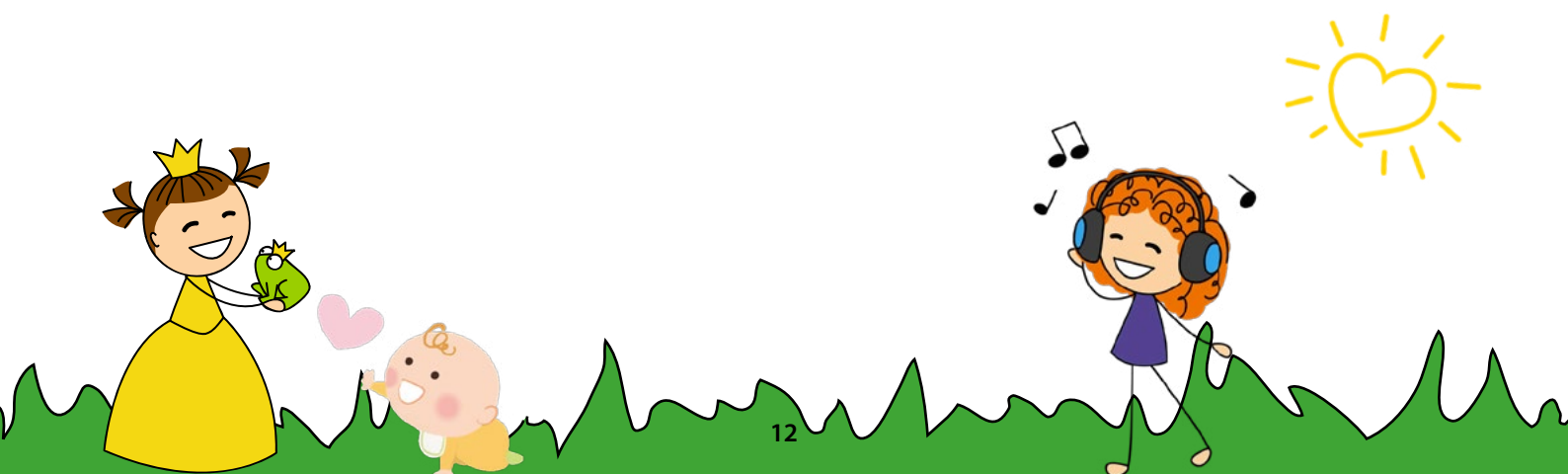
The things your child enjoys doing include: \_\_\_\_\_

Songs your child enjoys singing: \_\_\_\_\_

Is there any special way your child likes to be held? \_\_\_\_\_

My child has a pet: Yes ☐ No ☐

Our pet is a \_\_\_\_\_ and is called \_\_\_\_\_



## Feeding



Is your child currently on formula / milk / breast milk: \_\_\_\_\_

Bottle times? \_\_\_\_\_

Does your child like to be nursed when having a bottle? \_\_\_\_\_

Does your child usually drink the whole bottle? \_\_\_\_\_

Does your child like to have their bottle warm? \_\_\_\_\_

How would you prefer to have us warm the child bottle?

Tepid water

Microwave

Other?

Does your child need to be burped during a bottle feed?

Yes ☐ No ☐

How many times? \_\_\_\_\_

Does your child have reflux or any other feeding concerns? \_\_\_\_\_

At what age did you child start on solids? \_\_\_\_\_

## Eating

Does your child have any dietary restrictions / allergies? \_\_\_\_\_

Does your child like to feed themselves? \_\_\_\_\_

Does your child have a small / medium / large appetite? \_\_\_\_\_

Other comments: \_\_\_\_\_



## Sleeping

Day Sleep

From: \_\_\_\_\_ To: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

How does your child go to sleep? \_\_\_\_\_



Does your child like to be patted? \_\_\_\_\_

Does your child have a comforter to go to sleep? \_\_\_\_\_

Further comments: \_\_\_\_\_

## Parent/Family/Whanau Aspirations for the Child

What are your aspirations and hopes for your child at our Centre? Are there any needs or cultural customs which you would like to tell us about? \_\_\_\_\_

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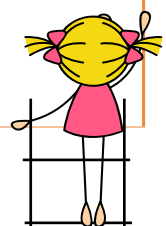
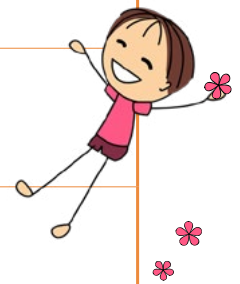
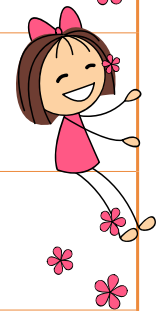
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## Administration Records Enrolment Agreement Form

### Child's details:

Child's official surname or family name:

Child's official given name:

Child's official other names / middle names:  
(please separate names with a comma):

Name your child is known by / preferred name:

Surname / family name:

Given name:

Copy of official identity verification document\* collected by staff:

☐ New Zealand birth certificate

☐ Foreign birth certificate

☐ New Zealand passport

☐ Foreign passport

☐ Other \_\_\_\_\_

Staff initials: \_\_\_\_\_

Child's date of birth: dd / mm / yyyy

Male

Female

Child's ethnic origin/s:

Iwi your child belongs to:

Language/s spoken at home:

Child's primary residential address:

Post Code:

### Privacy Statement:

We are collecting personal information on this enrolment form for the purposes of providing early childhood education for your child. We will use and disclose your child's information only in accordance with the Privacy Act 1993. Under that Act you have the right to access and request correction of any personal information we hold about you or your child. Details about your child's identity will be shared with the Ministry of Education so that it can allocate a national student number for your child. This unique identifier will be used for research, statistics, funding, and the measurement of educational outcomes. You can find more information about national student numbers at: [www.minedu.govt.nz/parents](http://www.minedu.govt.nz/parents)

\* Information about acceptable identity verification documents is available online at  
[www.lead.ece.govt.nz](http://www.lead.ece.govt.nz) and [www.minedu.govt.nz/parents](http://www.minedu.govt.nz/parents).

The Ministry recommends that all services keep a copy of the identity verification document of each child who is enrolled at the service.

**Any changes to this form must be signed and dated by the parent/guardian.**



Parents / Guardians:	
Given names:	Given names:
Surname / family name:	Surname / family name:
Address: Post Code:	Address: Post Code:
Phone (Home):	Phone (Home):
Phone (Work):	Phone (Work):
Phone (Mobile):	Phone (Mobile):
Email:	Email:
Relationship to child:	Relationship to child:
Given names:	Given names:
Surname / family name:	Surname / family name:
Address: Post Code:	Address: Post Code:
Phone (Home):	Phone (Home):
Phone (Work):	Phone (Work):
Phone (Mobile):	Phone (Mobile):
Email:	Email:
Relationship to child:	Relationship to child:



Additional person/s who can pick up your child:	
Given names:	Given names:
Surname / family name:	Surname / family name:
Address: Post Code:	Address: Post Code:
Phone (Home):	Phone (Home):
Phone (Work):	Phone (Work):

***Any changes to this form must be signed and dated by the parent/guardian.***



## Custodial Statement

Are there any custodial arrangements concerning your child?

If YES, please give details of any custodial arrangements or court orders (*a copy of any court order is required*)

**Person/s who cannot pick up your child:**

Name:

Name:

Name:

Name:



## Additional Emergency Contacts (also able to pick up child):

Given names:

Given names:

Surname / family name:

Surname / family name:

Address:

Post Code:

Address:

Post Code:

Phone (Home):

Phone (Home):

Phone (Work):

Phone (Work):

Phone (Mobile):

Phone (Mobile):

Email:

Email:

Relationship to child:

Relationship to child:

Given names:

Given names:

Surname / family name:

Surname / family name:

Address:

Post Code:

Address:

Post Code:

Phone (Home):

Phone (Home):

Phone (Work):

Phone (Work):

Phone (Mobile):

Phone (Mobile):

Email:

Email:

Relationship to child:

Relationship to child:

***Any changes to this form must be signed and dated by the parent/guardian.***

### Child's doctor:

Name:

Phone:

Name of medical centre:

### Health:

Illness/allergies:

Is your child up-to-date with immunisations?

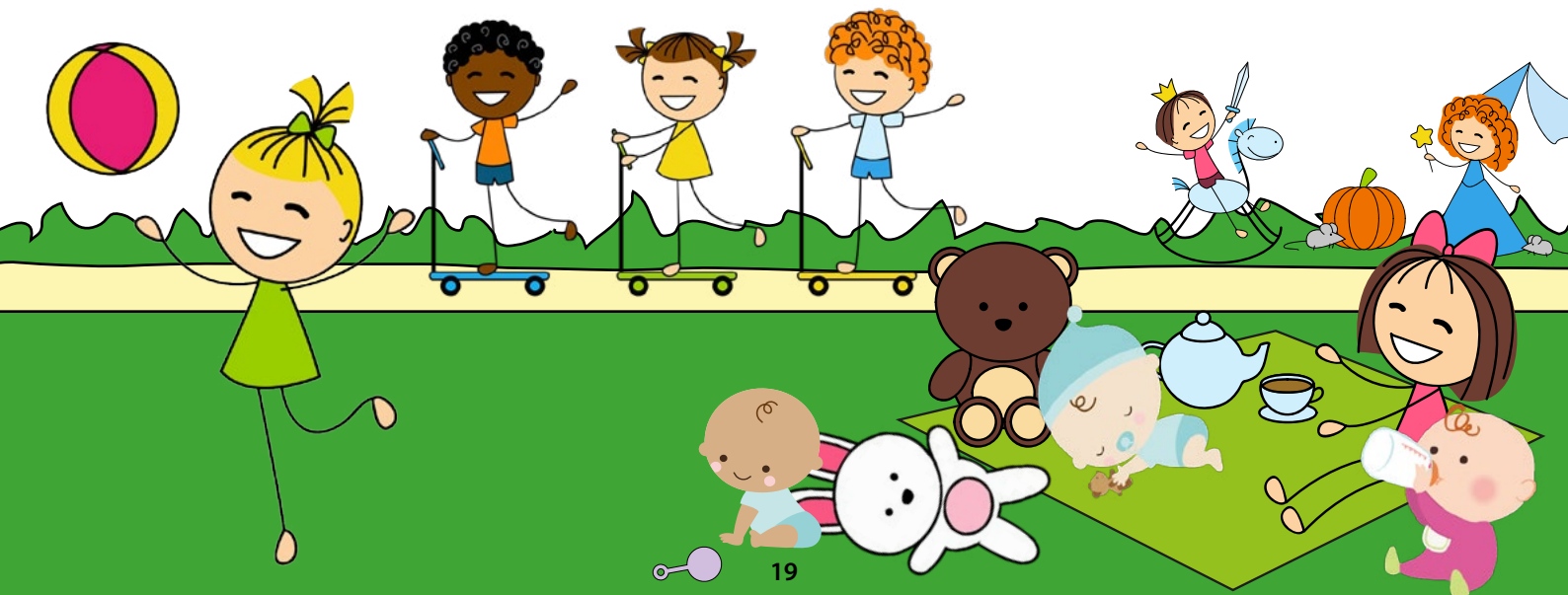
Tick One    Yes ☐    No ☐

*(Please provide verification of all immunisations)*

**For staff:** Immunisation records sighted and details recorded:

Tick One    Yes ☐    No ☐

*Any changes to this form must be signed and dated by the parent/guardian.*





## Medicine

### Category (i) Medicines

A category (i) medicine is a non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment) that is not ingested, used for the 'first aid' treatment of minor injuries and provided by the service and kept in the first aid cabinet.

Note: The service must provide specific information about the category (i) preparations that will be used.

Do you approve category (i) medicines to be used on your child?

Tick One    Yes ☐    No ☐

Name/s of specific category (i) medicines that can be used on my child, **provided by service**:

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Category (ii) Medicines

Category (ii) medicines are prescription (such as antibiotics, eye/ear drops etc) or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is used for a specific period of time to treat a specific condition or symptom, provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

I acknowledge that written authority from a parent is to be given at the beginning of each day a category (ii) medicine is to be administered, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) medicine is to be given.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Category (iii) Medicines

To be filled in if your child requires medication as part of an individual health plan, for example for an on-going condition such as asthma or eczema etc and is for the use of that child only.

**For staff:** Individual health plan sighted and a copy taken:      Tick One    Yes ☐    No ☐

Name of medicine:

Method and dose of medicine:

When does the medicine need to be taken: *(State time or specific symptoms)*

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Any changes to this form must be signed and dated by the parent/guardian.**



### Enrolment Details:

Date of Enrolment: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of Entry: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of Exit: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Please Note:** 20 Hours ECE is for up to six hours per day, up to 20 hours per week and there must be no compulsory fees when a child is receiving 20 Hours ECE funding.

Days Enrolled:	Monday	Tuesday	Wednesday	Thursday	Friday	
Times Enrolled:						Total Hours:

**For 20 Hours ECE fill out boxes below with the hours attested e.g. 6 hours**

20 Hours ECE at this service						Total Hours:
20 Hours ECE at another service						Total Hours:

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



### 20 Hours ECE Attestation:

1. Is your child receiving 20 Hours ECE for up to six hours per day, 20 hours per week at this service?

Tick One Yes ☐ No ☐

2. Is your child receiving 20 Hours ECE at any other services?

Tick One Yes ☐ No ☐

**If yes to either or both of the above, please sign to confirm that:**

- Your child does not receive more than 20 hours of 20 Hours ECE per week across all services.
- You authorise the Ministry of Education to make enquiries regarding the information provided in the Enrolment Agreement Form, if deemed necessary and to the extent necessary to make decisions about your child's eligibility for 20 Hours ECE.
- You consent to the early childhood education service providing relevant information to the Ministry of Education, and to other early childhood education services your child is enrolled at, about the information contained in this box.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



### Dual Enrolment Declaration

I hereby declare that my child is/is not enrolled at another early childhood institution at the same times that he/she is enrolled at [insert name of service].

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Optional Charges:

If you request Optional Charges, this agreement must be included as part of your service's Enrolment Agreement Form.

For further information on Optional Charges please refer to Chapter 4 of the Early Childhood Education Funding Handbook.

1. The optional charge is for: *(give details of specific activities or items, and their costs)*
2. I understand that if I agree to pay for the optional charge, [ insert name of service ] may enforce payment.
3. The agreement to pay the optional charge will last for: [ insert time ].
4. The rules about making changes to the agreement are: (you must give the parent reasonable opportunity in which to change their mind): *(Please insert rules here)*
5. I understand that that optional charge is not compulsory and if I choose not to pay there will be no penalty.
6. I agree / do not agree *(select one)* to pay the optional charge for the activities/items specified in this enrolment agreement form.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



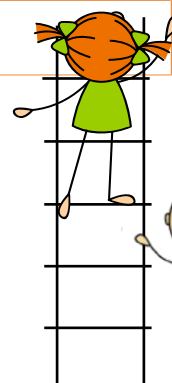
## Statutory Holidays / Term Breaks

This enrolment agreement is **inclusive/exclusive** of school term breaks.

If your service is open on Statutory Holidays, parents need to confirm enrolment for each individual statutory holiday.

[ insert name of service ] is open on the following public holidays if they fall on a weekday.  
Please tick the days you wish your child to be specifically enrolled for:

New Year's Day	<input type="checkbox"/>	Easter Monday	<input type="checkbox"/>	Christmas Day	<input type="checkbox"/>
Day after New Year's Day	<input type="checkbox"/>	ANZAC Day	<input type="checkbox"/>	Boxing Day	<input type="checkbox"/>
Waitangi Day	<input type="checkbox"/>	Queen's Birthday	<input type="checkbox"/>	Local Anniversary Day	<input type="checkbox"/>
Good Friday	<input type="checkbox"/>	Labour Day	<input type="checkbox"/>		



Any changes to this form must be signed and dated by the parent/guardian.



## Home-Based Education and Care Services Only

**This section is a compulsory requirement for Enrolment Agreement Forms used by Home-Based Services**

Is the educator who will be providing education and care for your child a member of the child's family?

Tick One    Yes ☐    No ☐

If yes, what is the relationship of the educators to your child?

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Required Information for Licensing Purposes

**Excursions:** Permission for the child to take part in regular excursions (under the conditions stated in the service's excursions policy).

**Photo/video:** permission for the child to be photographed for the purposes of assessment, planning and evaluation (explain clearly how the photos/videos can/can't be used)

## Other information possible to include on this Enrolment Agreement Form

**Policy Statement:** [insert name of service] has a number of policies that set out the procedures that are in place for the care and education of the children who attend. We strongly urge you to read these. The signing of this enrolment agreement form indicates that you will abide by the policies of this service, and understand how you can have input to policy review.

**Parent Information Book:** Please ensure you have read the information in the parent handbook as it covers such things as fee details, subsidies that are available to you and ways in which we can help you and your child settle into the service.

**Child's strengths, interests and preferences:** Please tell us about your child's strengths, interests and preferences.

**Transitional School Visits:** Information on transition arrangements.

**Correspondence School Enrolment:** Details of enrolment agreement.



## Parent Declaration

I declare that all the above information is true and correct to the best of my knowledge.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Service Declaration

On behalf of [insert name of service], I declare that this form has been checked and all relevant sections have been completed.

Service Provider Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



### Change of Days/Times of Enrolment:

Effective Date of Change: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Days Enrolled:	Monday	Tuesday	Wednesday	Thursday	Friday	
Times Enrolled:						Total

#### For 20 Hours ECE fill out boxes below

20 Hours ECE at this service						
20 Hours ECE at another service						Total

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Change of Days/Times of Enrolment:

Effective Date of Change: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Days Enrolled:	Monday	Tuesday	Wednesday	Thursday	Friday	
Times Enrolled:						Total

#### For 20 Hours ECE fill out boxes below

20 Hours ECE at this service						
20 Hours ECE at another service						Total

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Change of Days/Times of Enrolment:

Effective Date of Change: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Days Enrolled:	Monday	Tuesday	Wednesday	Thursday	Friday	
Times Enrolled:						Total

#### For 20 Hours ECE fill out boxes below

20 Hours ECE at this service						
20 Hours ECE at another service						Total

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Any changes to this form must be signed and dated by the parent/guardian.*