

Plan of Management

CENTRE-BASED CHILD CARE FACILITY
9 LINCOLN STREET, EASTWOOD

Child Care Facility
Date: 20 October 2022

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PLAN OF MANAGEMENT OVERVIEW

This Plan of Management has been prepared for the operation and management of a Child Care Centre at 9 Lincoln Street, Eastwood.

The Child Care Facility accommodates a total of 91 child care placements and will operate 7am to 6pm Monday to Friday with a 30 minute shoulder period for staff arrivals and departures.

The development is serviced by a total of 18 car spaces located within a basement that connect to the ground floor via a lift- noting there are 8 staff spaces and 10 visitor parking spaces. The staff parking spaces are utilising a 'car stacker' arrangement.

This Plan of Management identifies appropriate strategies and procedures to address operational elements of the facility.

A plan of management is an accepted concept in environmental law and can be used in a range of circumstances. This plan of management assists in addressing a better understanding of the proposal and the way in which it is proposed to operate.

This Plan of Management will require ongoing revision to reflect operational needs and may need to be updated to reflect any DA conditions of consent imposed by Council.

CHILD CARE CENTRE OPERATION

The Child Care Facility accommodates a total of 91 child care placements and will operate 7am to 6pm Monday to Friday with a 30 minute shoulder period for staff arrivals and departures- i.e. staff will arrive from 6:30am for set up and then leave by 6:30pm for pack down.

The development is serviced by a total of 9 car spaces located within a basement that connect to the ground floor via a lift- noting there are 6 staff spaces and 3 visitor parking spaces.

The various age groupings of the children are as follows:

- 16 children in the 0-2 year bracket;
- 30 children in the 2-3 year bracket
- 45 children in the 3-5 year bracket;

Educator Ratios and Educators on Site

Staffing arrangements are proposed to align with the provisions of the Education and Care Services National Regulation as follows:

Age Group & Children Number	Educator Ratio	Staff Required	Educators Provided
0-2 years: 16	1 per 4	4	4
2-3 years: 30	1 per 5	6	6
3-5 years: 45	1 per 10	4.5	5
Total		14.5 Educators	15 Educators

On the basis of the above there are a total of 15 educators required and it is noted that this will exclude any person associated with the administration of the centre and a part time cook. It is noted that the cook will generally be employed on a part time basis and will work 930am- 2:30pm and accordingly is able to utilise a visitor parking space on site which will generally be vacant between these hours. The number of full time staff on site will be 16.

Waste Collection

Waste collection is to occur via a private contractor and pickup will occur between 7am and 6pm being the operational hours of the centre, however it will be targeted to be between 10am and 2:30pm to avoid the peak parent visitor times to minimise conflict.

Collection will occur kerbside and bins will be wheeled to the street on collection day.

DAILY PROGRAMMES AND ROUTINES

The daily routine within the centre is referred to as a daily living experience. It is an element of the program that has a major impact on whether or not the child has a good experience. Daily living experiences, including group times, transitions, eating, sleeping and resting, toileting, bathing, dressing, and undressing, and even arriving and leaving, occur at particular parts of the day and provide qualified trained staff with valuable information about the child's daily living skills.

The proposed routines are used as a guide and allows for flexibility to respond to varying circumstances including as adverse weather conditions, culture, children's/family needs and interests, mixed ages, planned experiences and/ or spontaneity. Families and staff work together to ensure each child's specific needs with respect to eating, sleeping, toileting, play and rearing techniques are, as far as possible, consistent with home routines.

The eating/snack routines can be flexible (progressive) which means the children can choose when to eat. The lunch routine for infants is flexible and for the toddlers and preschool aged children they usually eat as a small group.

Sleep/rest routines are again flexible for infants who will all have individual sleep times. For toddlers and pre-schoolers the service will provide stretcher style beds for each child who requires one. All children will have a short rest time. After 30 minutes children who are not needing a sleep will have quiet activities. For children going to school the following year the service would discuss with the parent if the child is to be offered a bed to rest on or offered alternative quiet activities. The stretcher beds can either be hung from a wall or stacked depending on the style chosen.

The indicative scheduling program has been structured having regard to:

- The above principles
- The nature of the anticipated activities

The schedule may be changed from time to time dependent upon weather and daylight saving. However, the usage will at all times remain within any conditions of the development consent issued by Council.

Passive and active play activities can be offered both indoors and out through the flexible daily timetable. A mixture of free play time and structured group times will include both active and passive play activities

Outdoor Play Areas and Play Times

As per the recommendations of the Acoustic Report prepared for the application by Day Design, the use of the outdoor play area is to be staggered into several different groups with a maximum number of children outside at any one time and there is a maximum of 4 hours of outdoor play per day.

8.1.1 Permissible Outdoor Play Scenarios

8.1.1.1 Permissible Outdoor Play Scenarios for all day play

To be implemented in conjunction with the recommendations in Section 8.2.

The maximum number of children in the outdoor play areas at any one time must be limited to the following scenario:

- Up to 16 children, 0-2 years old, within the *GF OPA 01*;
- Up to 20 children, 2-3 years old, within the *GF OPA 02*;
- Up to 15 children, 3-5 years old, within the *GF OPA 03*; and
- Up to 30 children, 3-5 years old, within *FF OPA 01*, and

Staff to child ratios shall be maintained in accordance with the requirements stipulated in the National Quality Framework (NQF).

GF OPA 03 is to be restricted to passive play, which must be reflected in the Plan of Management and landscape plan.

Therefore the outdoor play periods will be subject to the above noting that OPA 3 will be a passive play area and has been designed accordingly.

DAILY PROGRAMME AND ROUTINE FOR AGES 0 – 2 YEARS

For children aged 0-2 years, we follow individual routines based on family input. This routine is extremely flexible to allow for this to occur. There is to be a maximum of 4 hours of outdoor play and all children in the 0-2 year old age group can play outside together and will use OPA 1.

7.00am – 8.00	Flexible/family grouping with other age groups as needed Indoor free play or outdoor play in OPA 1
8.00 am – 10.00	Flexible/family group with other toddler children choice indoor/outdoor in OPA1 with Progressive morning tea
10.00 – 10.30	Nappy change and some infants will sleep. Indoor free play
10.30 – 11.00	Story and movement group/handwashing
11.00 – 12.00	Lunch
12.00 - 1.30pm	Sleep time or quiet activities (indoor). Nappy change
1.30 – 2.00	Outdoor free play Some infants will sleep
2.00 – 4.00	Progressive afternoon tea With Indoor planned movement/games
4.00 – 5.00	Flexible/family grouping with other age groups as needed Indoor free play or outdoor play in OPA 1
5.00 – 6.00	Flexible/family grouping with other age groups as needed - late snack served indoors

DAILY PROGRAMME AND ROUTINE FOR AGES 2 – 3 YEARS

The below program is the general program for the 2-3 year old's. As per the recommendations of the Acoustic Report by Day Design the development is to operate in accordance with the recommended maximum number of children outside at any one time- being 20 children and accordingly the 30 children will be broken into groups of 15-20 children

7.00 – 8.00	Flexible/family grouping with other children as required – indoor free play
8.00 – 9.00	Family group with other pre-schoolers – Indoor free play
9.00 – 10.00	Indoor free play with progressive morning tea
10.00 – 12.00	Group split – story/literacy for indoors or outdoor play in OPA2 for other group then swap. Maximum 35 children outside at any one time.
12.00 – 12.30	Lunch
12.30 – 1.30	Rest time/quiet activities (indoor)
1.30 – 2.00	Planned group music/movement/games
2.00 – 4.00	Group split – half indoors free play and half outdoors in OPA2 Maximum 35 children outside at any one time.
4.00 – 5.00	Family group with other ages - free choice indoor or outdoor (OPA2 max 35 children)
5.00 – 6.00	Combined grouping with other age groups – late snack served

DAILY PROGRAMME AND ROUTINE FOR AGES 3 – 5 YEARS

The below program is the general program for the 2-3 year old's. As per the recommendations of the Acoustic Report by Day Design the development is to operate in accordance with the recommended maximum number of children outside at any one time as follows

8.1.1 Permissible Outdoor Play Scenarios

8.1.1.1 Permissible Outdoor Play Scenarios for all day play

To be implemented in conjunction with the recommendations in Section 8.2.

The maximum number of children in the outdoor play areas at any one time must be limited to the following scenario:

- Up to 16 children, 0-2 years old, within the *GF OPA 01*;
- Up to 20 children, 2-3 years old, within the *GF OPA 02*;
- Up to 15 children, 3-5 years old, within the *GF OPA 03*; and
- Up to 30 children, 3-5 years old, within *FF OPA 01*, and

Staff to child ratios shall be maintained in accordance with the requirements stipulated in the National Quality Framework (NQF).

GF OPA 03 is to be restricted to passive play, which must be reflected in the Plan of Management and landscape plan.

7.00 – 8.00	Flexible/family grouping with other children as required – indoor free play
8.00 – 9.00	Family group with other pre-schoolers – Indoor free play
9.00 – 10.00	Indoor free play with progressive morning tea
10.00 – 12.00	Group split – story/literacy for indoors or outdoor play in OPA3 for other group then swap. Maximum 15 children outside in OPA 3 and 30 children in the FF OPA 1. OPA 3 to be used for passive play
12.00 – 12.30	Lunch
12.30 – 1.30	Rest time/quiet activities (indoor)
1.30 – 2.00	Planned group music/movement/games
2.00 – 4.00	Group split – story/literacy for indoors or outdoor play in OPA3 for other group then swap. Maximum 15 children outside in OPA 3 and 30 children in the FF OPA 1. OPA 3 to be used for passive play
4.00 – 5.00	Family group with other ages - free choice indoor or outdoor (OPA2 max 35 children)
5.00 – 6.00	Combined grouping with other age groups – late snack served

TRAFFIC AND PARKING MANAGEMENT

The following procedures are to be adopted for the use of the childcare centre car parking area:

- The development is serviced by a total of 18 car spaces located within a basement that connect to the ground floor via a lift- noting there are 8 staff spaces and 10 visitor parking spaces. The staff parking spaces are utilising a 'car stacker' arrangement.
- All parking associated with the childcare must occur within the sign posted spaces;
- No parking is permitted in the loading area;
- Vehicles must enter and exit the site car parking area in a forward direction at all times;
- The disabled car spaces must be used by people with a valid disability permit;
- The pedestrian walkway connecting the car parking spaces to be kept clear at all times;
- No double parking is permitted in the car parking aisle;
- The security door at the entrance to the car park should remain open during childcare centre operating hours;
- The car parking area is not to be used for storage purposes, thereby reducing the number of available car spaces;
- Staff, parents and carers must be encouraged to report improper use of the car parking area to the center's manager;
- Staff are to regularly monitor the car park during operating hours to ensure the above items are adhered to, particularly during peak drop off/pickup periods;
- This traffic & parking management plan must be issued to all new parents, staff, with a copy to be included on the center's website;
- This traffic & parking management plan is to be regularly reviewed & amended as deemed necessary.

Management and Use of Car Stackers

There are 8 staff spaces that are in a 'stacker' arrangement.

The following procedures are to be adopted for staff arrival and the car stacker system:
In relation to staff arrivals, not all 16 staff arrive at the same time.

All of the staff parking spaces in the basement are provided within pits underneath parent parking spaces.

The peak period for child drop-off is between 7:30 am – 9:30 am and for pick-up is 5:00 pm – 6:00 pm. It is noted that the centre is open to staff from 7am, with visitors to arrive from 7:30 am and the centre is to close at 6:00 pm, with visitors to depart before 6:00 pm.

It is important to manage and minimise the interaction between staff using the stacker systems and pedestrians (i.e. visitors, parents, children etc) unfamiliar with the stackers.

Given this, it is necessary that four (4) staff arrive prior to 7:30 AM and park in the car stacker pits. Those 4 staff parked in the car stacker pits are not to leave outside of the hours of 7:30am – 9:30 am and 5:00 pm – 6:00 pm. The stacking systems shall be electronically limited such that they cannot be operated during the hours of 7:30am – 9:30 am and 5:00 pm – 6:00 pm. It is noted that one (1) driving staff member can arrive and depart at any time and is to utilise the non-stacker parking space.

To ensure the safety and efficiency of all users of the car park, a staff member is to be present whilst another staff member is using the stacker system. This way, pedestrian activity around the stacker in use will be monitored and controlled and as such, the risk of any conflict is mitigated. Further, staff parked within the pits shall ensure the above parent space is vacant prior to retrieving their vehicle from the car stacker system.

It is recommended that upon centre induction, staff shall be trained on how to safely use the stacker parking systems. Further, upon enrolment it is recommended that parents and guardians of children be made aware of the stacker arrangement and to keep clear when they are in use.

A digital sign shall be installed at the driveway entry to the site to display the number of car parking spaces available for visitor use. This shall be placed to be visible to oncoming traffic, ensuring visitors do not enter the car park when parking spaces are not available.

Operation of Mechanical Car Parking Systems

All staff must be trained in the operation and use of the mechanical car parking systems in the basement. The training should include the following:

- Before activating the mechanical parking mechanism (opening or closing), the staff member must check that no cars are parked on the top surface of the stacking system and that the area around the stacking system is clear of pedestrians.
- If parent or visitor vehicles require the use of a space on top of the stacking system, the staff member must give the parent/visitor vehicle priority.
- All mechanical parking spaces should be reversed into and forwarded out of.

NOISE MANAGEMENT

The following procedures are to be adopted in relation to the management of noise;

- The childcare centre is to operate as per the relevant recommendations of the approved Acoustic Report by Day Design.
- The noise assessment report prepared for the development by Acoustics recommends that as part of the operation of the proposed childcare centre, the following noise control recommendations are implemented:

8.0 NOISE CONTROL RECOMMENDATIONS

8.1 Management Plan

We recommend the Centre's management implement a Noise Management Plan that should include, but not be limited to, the following:

- Ensuring all staff and parents are provided with a copy of the Centre's Noise Management Plan and its implications for them during their time at the Centre.
- The name and contact details of the Centre's Manager should be clearly displayed at the front of the building to ensure neighbours can contact that person at any time the Centre is operating.
- Ensuring a sufficient number of educators are provided to supervise children's outside play to discourage unnecessarily loud activities.
- Carers/staff should be educated to control the level of their voice while outdoors.
- Facilitating children's small group play when outside, and encouraging educators to engage in children's play and facilitate friendships between children.
- Crying children should be comforted as quickly as possible and moved indoors.
- Staff arriving prior to 7 am and parking in the 'Staff' area should ensure they do not create unnecessary noise.
- Outdoor play should be limited to a maximum of 4 hours per day.

8.1.1 Permissible Outdoor Play Scenarios

8.1.1.1 Permissible Outdoor Play Scenarios for all day play

To be implemented in conjunction with the recommendations in Section 8.2.

The maximum number of children in the outdoor play areas at any one time must be limited to the following scenario:

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- Up to 30 children, 3-5 years old, within *FF OPA 01*, and

Staff to child ratios shall be maintained in accordance with the requirements stipulated in the National Quality Framework (NQF).

GF OPA 03 is to be restricted to passive play, which must be reflected in the Plan of Management and landscape plan.

- Time out of doors is an essential component of the child's experience of the centre. When children are in the 'active' play area, each group will be fully supervised at all times.
- Centre management recognizes the importance of ensuring all educators and carers are properly trained.
- Children who are making excessive noise outdoors- screaming and loud crying- who cannot be settled are to be taken inside to calm them.
- In-house training will include familiarization with the procedures in the operation of the centre.
- Staff will be instructed to engage the children in educational play and activities that children find mentally and physically stimulating at all times.
- Centre management will maintain a log of any, and all complaints received.
- Centre management will endeavour to respond to any noise complaint at the time of the event and record such events in a daily log.
- A laminated copy of the noise management plan will be displayed in the foyer.
- All educators are required to read the noise management plan.

MECHANISM FOR CONVEYING POLICIES & UPDATES TO PARENTS

- The centre operations are documented in our policies and procedures.
- These policies and procedures make up many volumes. All educators and carers must read the policies and procedures and confirm in writing that they have done so. The policies and procedures are discussed at staff meetings and continually updated and redistributed as they are amended.
- Policies are also located in the front foyer for all families and visitors to have access to at all times.
- Centre policies are reviewed throughout the year on a monthly basis following a schedule. All revised policies are mentioned in the centres monthly newsletter and displayed in the front foyer for the families to be updated and advised of any changes that have been made.

POLICY & PROCEDURAL ASPECTS

The following provisions of the National Quality Standard are relevant and will be adhered to:

QA4

4.2 Educators, coordinators and educators are respectful and ethical.

4.2.1 Professional standards guide practice, interactions and relationships.

4.2.2 Educators and coordinators work collaboratively and affirm, challenge, support and learn from others to further develop their skills.

4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

QA7

7.2.3 An effective self-assessment and quality improvement process is in place.

7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

The following provisions of the Education and Care Services National Regulations are to be complied with:

- 31- Condition on service approval-QIP
- 55-56- QIP
- 168- education and care services must have policies and procedures
- 170- policies and procedures to be followed
- 171- policies and procedures to be kept available
- 172- Notification of change to policies and procedures affecting ability to family.

POLICY & PROCEDURAL IMPLEMENTATION

Our centre believes that reflection and evaluation is an important aspect of quality improvement. Reviewing the centres practices and strategies will ensure that we continually strive to improve our service to families and the children in our care. To this end, we have implemented the strategies below.

Policies and procedures will be made available to families, located in the service.

Educators will ensure that families can have access to policies and procedures, this gives both families and educators opportunities to suggest elements the need improving.

For educators and management this will occur: -

- At meetings
- At the policy review points
- Family meetings
- Newsletters
- Parent educator meetings

Who is affected by this policy: -

- Children
- Families
- Educators/Staff
- Management

SECURITY MEASURES

The centre will have the following security measures in place: -

- Surrounding child proof fences and gates, security cameras and CCTV.

The relevant legislative provisions outlined below are also to be complied with.

QA2

2.3.2 Every precaution is taken to protect children from harm and any hazards likely to cause injury.

2.3.4 Educators, coordinators and staff members are aware of their roles to respond to every child at risk of abuse or neglect.

National Regulations

84 Awareness of child protection law

99 Children leaving the education and care service premises

158 Children's attendance record to be kept by approved provider

Aim

The aim of this policy is to ensure that delivery and collection procedures are consistent with the safety of children. Children are delivered and collected from the centre by an authorized person only.

Implementation

The nominated supervisor, educators, staff will adhere to the following procedures at all times to ensure the safety of children.

Children and families will not be allowed to enter the service before opening hours.

We encourage you to drop children off before 10.30am, as we program daily for children and a late drop off may make it difficult to effectively include children in learning stories/daily journals.

If your child is going to be away on the day for any reason, please inform the centre via email.

ARRIVAL PROCEDURES

- All children are to be brought into the centre by an adult to an educator;
- Parent are required to make contact with educators when collecting their child;
- All children must be signed in by their parent or person who delivers them to the centre. If for any reason they are unable to sign, the nominated supervisor may sign them in;
- An educator will greet and receive the child;
- A locker or shelf space will be available for the child's belongings.

DEPARTURE PROCEDURES

- All children must be signed out by their parent or person who collects the child;
- Children can only be collected by a parent, authorized nominee who information is located on enrolment;
- It is the parent's responsibility to ensure their information is regularly updated;
- No child will be released into the care of unauthorized persons;
- Educators will always ensure the safety of the child first, if a person become aggressive or violent Educators may not release the child and ring the police on 000;
- Nominated supervisor will make sure that the child's records are kept up to date;
- No child will be released into the care of anyone not known to the educators

Parent must give prior notice when: -

- The person collecting the child is someone other than those mentioned on enrolment;
- There is a variation in the persons picking up of the child;
- If educators do not recognize the person by face, they may need to provide a form of identification (license);
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, educators are to bring the matter to the persons attention before releasing the child;
- Signing in & out is a condition of your child's enrolment at the centre;
- Two educators verify and initial the open and close sign in sheets of the day;
- Individuals visiting the premises must sign in and out of the centre (visitors);

If a child has not been collected by the time, we are due to close the service, the Nominated supervisor will: -

- Attempt to contact the parents, authorized person;
- Leave a voice-mail and call again;
- Wait a few minutes and attempt to re dial, if the person has yet not arrived, ring the protection hotline for guidance before ringing emergency services (000)

The review will be conducted by: -

- Management;
- Families;
- Employees.

SUPERVISION OF CHILDREN

Activities

Outdoor activities vary from day to day and are dependent upon the weather and program.

They include: -

- Ball games
- Team play
- Free Play
- Water-based play
- Sand play
- Balancing and climbing games
- Gross motor skills
- Supervised play

The maximum number of children outside is reflect in table 2 above in relation to the noise management measures.

Monitoring process for outdoor play is the same as for indoor.

SUPERVISION POLICY

The following legislation is to be followed with regard to supervision.

NQS

QA2

2.3.2 Every reasonable precaution is taken to protect children from harm and any hazards or injury

4.1.1 Educator to child ratios requirements are maintained at all times.

5.2.3 The dignity and rights of every child are maintained at all times

National regulations

168- Policies & procedures are required in relation to health & safety

Implementation

The service defines 'supervision' as actively watching and attending their environment. Educators should avoid carrying out activities that will draw attention away from supervision.

The supervision policy is committed to: -

- Complying with education and care services
- ensuring that children are supervised at all times
- considering the design and arrangement of children's environments

- guiding educators to make decisions about when children's play needs to be interrupted
- identifying high risk experiences and developing strategies, depending on the age and development of children.

The procedures relating to the supervision policy are laminated, clearly labelled and displayed for everyone to read: -

- Supervision procedures & practices are made easy to read and interpret
- The service will consider obtaining information in community languages
- The centre will have a supervision plan.

Procedure

Supervision is one of the most important care giving strategies and skills required by educators to develop and master. Listening and watching is an active combination of supervising. Children learn about who they are, how they react in situations, and discover interests. There are vital skills to develop as they assist staff to predict children's play patterns.

Positioning of educators

- It is important carers are able to move around effortlessly and view play areas from different angles
- Carers should be close enough to children to intervene promptly and prevent injury;
- Educators should ensure that students are being considered when coordinating supervision.

Listening when children play

- Listening is important and different sounds can alert educators to potential risks.

Knowledge of the environment and its potential risks

- Please refer to the maintenance policy

Setting up of the environment

- It is important that the design and layout should be safe enough to allow adults to freely interact.

Promoting play and learning experiences

- Supervision can ensure that children's play is enjoyable, and their learning opportunities are promoted.

Risk management strategies

- Please refer to the services OH&S policy

Children's arrival & departure

- To ensure only authorized-persons collect children from the centre
- Upon enrolment and first starting day a parent is shown where to sign the child in & out

In relation to parents

- Parents or authorized persons MUST be responsible for the supervision of children not enrolled at the centre
- Parent must ensure that staff are aware of their child's arrival/departure
- Parent must hand the child over personally to staff/educators

In relation to staff

- Educators are to ensure that no child will exit the centre without a parent or authorized person
- While on duty, educators have a first priority to ensure safety of children

Nappy changes & toileting

- Please refer to the policy (toileting, nappy change)

Transporting children

- Please refer to the services OH&S policy

Protective behaviours & practices

- Staff, students, carers are role models
- Children learn through example and modelling to teach children

Staff professional development opportunities

- The service aims to maintain and strengthen the skills and knowledge of educators in relation to active supervision.

WASTE MANAGEMENT AND COLLECTION

Waste management and collection during the ongoing use of the building is as follows:

- Waste is contained in the building.
- Waste collected by a commercial contractor as required- generally twice per week
- Waste will be collected from the kerbside by a private contractor.
- Waste is to be collected between 7am and 6pm. Waste collection is to occur via a private contractor and pickup will occur between 7am and 6pm being the operational hours of the centre, however it will be targeted to be between 10am and 2:30pm to avoid the peak parent visitor times to minimise conflict with vehicle movements to and from the basement.

Collection will occur from the street frontage with the bins to be wheeled from the collection area to the kerbside on collection day by a private contractor.

EMERGENCY EVACUATION PLAN

An Emergency Evacuation Plan will be prepared and attached to this Plan of Management prior to commencement of operations of the child care centre. The plan will contain pictorial instructions detailing evacuation steps in the case of an emergency. The plan is to include evacuation routes, assembly points, and a plan of action once a fire alarm has been activated. The Emergency Evacuation Plan is to be prominently located in each room and in the common area. The phone numbers of appropriate contacts will be maintained in the administrative centre.

A draft evacuation plan forms part of the submission documentation and this covers the basement, ground floor, and first floor evacuation routes and diagrammatic representation of this arrangement.