

Little Ducks Childcare

July / August 2018

A note from your Centre Manager

The end of Term 2 2018 means Little Ducks Bardon has been part of the Bardon community for 3 years! We have been lucky enough to partner with over 250 families in the care and education of their children. We have come together to support each other in some really sad times and celebrated some great milestones. As a community, the children educators and families, we have celebrated Mothers Days, Fathers days, Christmas, Easter Reconciliation, Early Childhood Educators Day, RSPCA cupcake day, Cancer Council Biggest Morning Teas and many more special events.

Each day the children and educators come together to acknowledge and celebrate the land we exist on and the community we are part of with our acknowledgment of country. This is a wonderful tradition that the children really enjoy and has become a big part of our day.

As a service we are consistently over 92% capacity including a true Kindy Program for children who are 4-5 years - something that is quite unusual in the Long Day Education setting. Our success is due to our amazing educators , the current team has a total of 120 years of experience in this industry , who have completed at total of 17 years of study. All educators having completed a minimum of a Certificate 3 in Children's Services. Out of our 15 educators 2 educators have completed Degrees , 9 have completed Diplomas, 2 are studying their Diplomas and 2 hold Certificate 3 qualifications.



As the Centre Manager the best part of my week is to proudly show our service to new families . Nearly every person I show through the service relays positive comments they have heard from friends about our service - word of mouth is our main advertising and we are so proud to know that families are happy enough with our education and care to recommend us to friends.

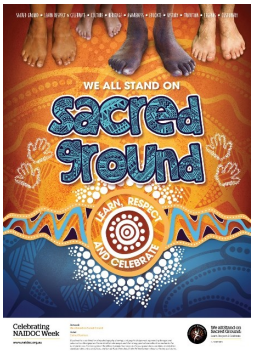
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Kindergarten Approved Program
Queensland Government

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Upcoming Events!

July



Monday 8th – 15th - NAIDOC Week

This week we celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Wednesday 18th - Parent Catch Up Evening

Parent Catch up Evening—come along and talk to the teachers about your child's learning over the first terms of 2018

August

Monday 1st – 8th Dental Health Week.
Learning about how to take care of our amazing mouths and teeth

Sunday 4th August Aboriginal Children's Day
A time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. It also provides an opportunity to pass on important teachings from their culture to all children

Monday 12th-20th National Science Week.
Let's get excited about science this year's theme is –
"Game Changers and Change makers"

Wednesday 15th – Ekka
PUBLIC HOLIDAY



Friday 17th - RSPCA Cupcake Day Bake sale.
The children will work together to sell the cupcakes they made to raise some money for the RSPCA.

Monday 20th- 26th - Book Week
Bring along your favourite story to share this week and dress up as your favourite book character on Thursday 23rd The Book Week theme this year is Find Your Treasure

Friday 31st -Father's Day Celebration Drumbeats Show-
Join us in learning how to tap rich traditional music. Bring your Dad along to celebrate Father's Day and experience this great show. Starting at 1:30pm.

Policy Reviews

We value your input and feedback ….. The policies/procedures in review during July and August are:

- ⇒ Anti-bias and cultural diversity
- ⇒ Authorised persons who arrive in an unfit state to collect children
- ⇒ Manual handling and back care
- ⇒ Programming
- ⇒ Educator professional development
- ⇒ Transport



We encourage you to provide feedback in person, by phone or by email.

Educator Spotlight …



Miss Cintia, or as many of the children know her—Senorita Cintia**—**started at Little Ducks Bardon in April 2016 and has been an educator in the Jnr Kindy and Kindergarten rooms over the two years currently teaching alongside Miss Marnie in Jnr Kindy. Miss Cintia is a dedicated mum of three lovely children between the ages of 7 and 17 years.

Miss Cintia also runs our Spanish language program. Teaching Spanish to our Kindergarten Program children soon to extend to our Junior Kindy and Toddler children.

One of her greatest talents though is sewing and we are often asking her to sew up table cloths and other resources for us using this talent!

Miss Cintia is very calm and patient and is very popular with the children who obviously feel comfortable and safe in her care.

Our Program

At Little Ducks Bardon we believe in play based learning. It is amazing just how much children learn from long uninterrupted periods of play and particularly if the play is guided by and adult. I found this lovely poem about how important play is!

I tried to teach my child with books.
He gave me only puzzled looks.
I used clear words to discipline,
But I never seemed to win.
Despairingly, I turned aside.
"How shall I reach this child?" I cried.
Into my hand he put the key:
"Come," he said, "Play with me."
—Author unknown (adapted by Aletha Solter)

Development information

We are often asked if children are taught pre reading skills in our Early Education setting and the answer is yes! This however may look different to what you might think. . (taken from kidshealth.org)

Infancy (Up to Age 1)

- Imitate sounds they hear in language
- look at pictures
- reach for books and turn the pages with help
- Respond to stories and pictures by vocalizing and patting the pictures

Toddlers (Ages 1–3)

- answer questions about and identify objects in books — such as "Where's the cow?" or "What does the cow say?"
- name familiar pictures
- use pointing to identify named objects
- pretend to read books
- finish sentences in books they know well
- scribble on paper
- know names of books and identify them by the picture on the cover
- turn pages of board books
- Have a favorite book and request it to be read often

Early Preschool (Age 3)

- listen to longer books that are read aloud
- retell a familiar story
- recite the alphabet
- begin to sing the alphabet song with prompting and cues
- make continuous symbols that resemble writing
- Imitate the action of reading a book aloud
- Explore books independently

Late Preschool (Age 4)

- recognize familiar signs and labels, especially on signs and containers
- make up rhymes or silly phrases
- recognize and write some of the letters of the alphabet (a good goal to strive for is 12-15 letters)
- read and write their names
- name beginning letters or sounds of words
- match some letters to their sounds
- use familiar letters to try writing words
- understand that print is read from left to right, top to bottom

Kindergarten (Age 5)

- recognize and produce words that rhyme
- match some spoken and written words
- write some letters, numbers, and words
- recognize some familiar words
- predict what will happen next in a story
- identify initial, final, and medial (middle) sounds in short words (for example, sit, sun) what, when, where, why, how), and arrange story events in sequence.



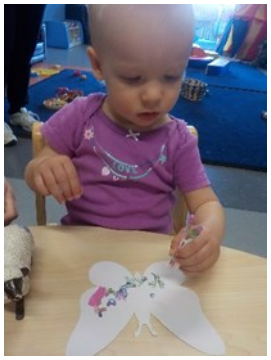
Nursery Natter!

It has been a busy and exciting time in the nursery over the last month.

We have explored roller brush painting using different textured brushes and water colour paints where we experienced mixing colours and learning how to dip our brush into the water. The babies used oil pastel crayons to make marks, choose colours and draw designs on their paper. Some babies chose to draw on the same page as their friend and their work became a group effort.



The children have been enjoying songs and music as a form of communication we have been singing songs such as “Open shut them”, “Row, row, row your boat”, “Twinkle, twinkle little star” and “Baa, baa black sheep” we have been singing each week and the babies are learning the actions and words . Its wonderful to see them doing an action just before the words are sung, as they know and understand what comes next.



Thank you to everyone who has brought in our requested recyclables such as bottle tops. With these the older children, have began to pattern by putting two of the same colour tops side by side. The natural materials that have been donated such as flowers and leaves the children have collaged onto paper plates. From reading “The Gruffalo” and showing the children pictures of what a forest looks like, the babies created their own version. We talked and touched the flowers and leaves we chose to glue with. We have also used donated boxes to play in the children have been using them to climb and sit in and also to post items that interested them into.



The children have had great fun with playdough and have been learning how to roll playdough, break pieces off and push cutters into it to make shapes. The older children were curious participants pressing, touching and moulding the dough. The babies that participated were in a small group of familiar peers which created a relaxed atmosphere to investigate the dough.



We are looking forward to the next month where we are planning to look at different sensory activities. The babies have shown interest in touching, looking and experiencing their senses through different textures.

Thankyou Miss Tammie and Miss Diana.

Senior Nursery News

The class have had a great time over the last few months with a rich program including picnics, birds and our personal goals. We built on our understanding of the world around us with role play. After some real picnics for afternoon tea the children extended on this interest with pretend picnics by using the picnic mat and toy food .After this some children made pretend dishes with the wooden food they used the toy knives to cut the food in half. This activity gained popularity, as after watching how the food was held and cut on a plate ,other children had a turn themselves. Later on some of our siblings came from the Kindergarten class to join our pretend picnic and we showed them how to cut the toy fruit too!



One of the biggest events of the last few months was bird watching. After Tyson discovered the birds in the trees including the Kookaburra. We established a daily ritual of looking for the birds, 'Where?' Some children would ask. The children would take the educators over to the trees and say 'Ka Ka?' looking for the kookaburras. Some would say. 'There!' when they discovered them. We also discovered other birds in the trees including the blue faced honey eater and the noisy minor (which was very noisy!). We watched them in the trees and listened to them sing. We talked about the birds eating the flowers in the trees. This led to looking at bird pictures and playing with toy birds. Some children even matched the toy birds to the pictures! After sharing our excitement over the birds outside with another educator who showed the children a video on various birds making noises and moving around. Later on Miss Tammy even bought in her pet budgies for us to study!



We were so lucky to have the parents contribute lots of sustainable materials to the centre. One coffee shop even donated lots of milk bottle tops! This led to posting lids into tissue boxes which led to transferring lids from one container to another. The children then discovered that the metal containers make a noise when the lids are placed in them and the use of trial and error to find out which lids fit which containers. With the larger boxes donated some children discovered they could fit their whole head inside (peek-a boo!) and some their whole body. Some boxes were even big enough for us to use our negotiation skills to be able to include ourselves and our friend in the same box!



What a great time we have had! Over the next few months we will continue to build on the children's interest in sustainable materials as they continue to donate things from home.

Miss Elisa and Miss Saanya

Toddler Tales

Hello everyone! In the last couple of months we have been working on achieving the feedbacks from the Family Goals forms. We have identified two main common areas that coincide with Learning Outcome 1 and Learning Outcome 2 of the Early Years Learning Framework (EYLF, 2009). These two areas are identity and connectedness.

Identity is essential to explore because as children are developing their sense of identity, they discover different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships. When children feel safe, secure and supported they grow in confidence to explore and learn (EYLF, 2009). Building identity includes building relationships, developing a sense of belonging and shaping their confidence and identity (EYLF, 2009).

We have been offering experiences that provide the children with the opportunity to discover these. We have done this mainly through role-play and dramatic play. We provided different environments where the children are able to creatively re-enact as animals, puppets or other characters. We also built on the children's interests and suggestions and enhanced it. An example where we have done this is through the pretend sleepover we had with Miss Krista. These interactions have helped in discovering ways the children are able to interact with others and even aspects of themselves.

We also explored connectedness by exploring friendships and diversity. By experiencing respectful, responsive relationships, it can strengthen the children's interest and skills in being and becoming active contributors to their world. Furthermore, when children are in early childhood settings they are able to experience and explore different types of relationships and connections to others.

We explored these aspects by providing the children with opportunities to reflect on their friendships and discover more ways to interact with their friends. Throughout the weeks we have provided a friendship gallery where the children could reflect on their friendships and did many small group experiences that encouraged working together like cooking. Furthermore we discovered and celebrated Aboriginal and Torres Strait Islander culture where the children could explore diversity and ways to be respectful to different cultures



Rachael, Krista & Jess





Junior Kindy Jumble

Over the last couple of months, the children in the Junior Kindy room have been learning lots of new things. One of the main things that we have been working on is creating a calm classroom, where we make friends and play together. The other important learning that is happening is about independence, the Junior Kindy children are learning to put their shoes in their bag when taking them off and put their lunchboxes away at the end of the day. The hardest task is that they are learning to make their own beds, this has been quite challenging but as you can see from the photos its very rewarding when they accomplish it. This is developing our sense of Social and Emotional Wellbeing, by providing the children with the opportunity to seek out new challenges, make new discoveries and celebrate their own efforts and achievements and those of others.

One unit we have worked on over the last month was about Babies, Harrison welcomed a new sister and we all started to play babies in Home Corner. So to extent the learning that can happen in this theme Miss Scarlett arranged for the Junior Kindy children to visit the Nursery. Miss Tammi talked to the children about how to look after a baby and what they need. The children then watched her feed the babies and played with them. This is developing the children's disposition for learning by providing them with the opportunity to participate in a variety of rich and meaningful inquiry-based experiences.

This month saw the Introduction of "Ted the Travelling Teddy Bear" who has come to visit the children of the Junior Kindy room. The way Ted the travelling bear will work is that each child will get to take Ted home with them and show him around their house taking pictures of all the things they do at home. In Ted's bag is book for your to stick these pictures and write a little bit about what Ted did while he was at your house, when Ted comes back to Little Ducks each child will tell their friends all about Teds adventures at their house. The idea is to create a strong connection between the children's home life and Kindy life, it also provides the children with an opportunity to share details about home and become confident to speak in front of their peers. (Children respond to diversity with respect by becoming aware of connections, similarities and differences between people)

Over the next month we are focusing on is developing friendships, this extends from read "Macca the Alpacca" and talking about what it means to be a great friend. (Children learn to interact in relation to others with care, empathy and respect by showing interest in other children and being part of a group).

We look forward to guiding the children's learning and development throughout the coming months.

Marnie & Cintia





Kindy Catch Up

The Kindergarten Room has been a hype of energy recently as we work closely with our Move and Groove Coach Miss Paige to learn how to hop and run. Through intentional teaching (EYLF Principles and Practices) Miss Paige has played red light, green light, 'what's the time Mr Wolf' and run, run stop to develop the children's large movement skills, movement control, coordination and strength (QKLG Wellbeing). We have danced along to instructional songs including 'highway number one' by The Shenanigans and 'dance party freeze' by The Kiboomers. Utilizing the big yard, the children have played a game called 'follow Coach Paige' where we chase Coach around the playground, up the slide and across the sandpit as a means of encouraging the children to build confidence to engage in movement challenges (QKLG Wellbeing) by engaging in meaningful play with their educators.





Senorita Cintia continues to visit the classroom weekly to educate the children on how to speak her native language Spanish. During term two Senorita Cintia has focused on educating the children on the Spanish translation for colours. Exploring and expanding the children's ways to use language (QKLG Communication) we have sung, chanted and spoken the translation for blue 'azul', red 'rojo', green 'verde', yellow 'amarillo', orange 'naranja' and white 'blanco'. Senorita Cintia has taught us the Spanish translation to the song 'heads, shoulders, knees and toes' and moving forward she had begun to teach us a whole-body action song where we are learning the translation to the words jump, run, twirl and hop!



Engaging in ways to be imaginative and creative (QKLG Active Learning) Kathleen our artist from Raw Art has continued to visit the class weekly to share her knowledge of the creative arts with the children. This term the class has completed clay crocodiles, printed tribal faces and painted landscapes.

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Kindy Catch up

During reconciliation Week we enjoyed having lots of visiting educators. Miss Rachael joined us for Yarning Circle and taught the children a song titled Taba Naba. Outside Miss Paige worked hard creating works of art with natural items, and Miss Jess joined the children for a rain dance with shakers and rhythm sticks. These interactions from additional educators assist the children to build a sense of security and trust (QKLG Identity) as they build meaningful relationships with educators from across the centre.



During a spontaneous interaction the children expressed how they would like to turn the dramatic play space into an ice-cream shop. After brainstorming ideas, the children decided that we required ice-creams, cones, bowls, a stand price list, coffee machine and cups in order to produce an authentic ice-cream shop. Exploring mathematical thinking (QKLG Communicating) the children produced a price list for their shop, it was decided that one scoop of ice cream in either a bowl or cone would cost $2 with each additional scoop (or cherry, sprinkles or topping) costing another $1 each. The children located play money as discussed value as we compared coins and notes. Developing positive engagement with a variety of print (QKLG Communicating) the children created posters and flyers and learnt how these documents are used to promote and advertise businesses. As the children engaged within this play space they were seen to be developing skills for connecting with others (QKLG Identity) as they role played customers, shop attendants and cleaners who were responsible for ensuring the bowls were 'washed' and tables 'wiped clean' after each customer.





Being mid-year, the children completed a self-portrait art work piece (one of three they will complete this year January, June and November). These samples are used a small piece of data to see how the children are developing over the course of the year. It was wonderful to see those children who ensure they re-write their locker tag each morning are developing pride and confidence in their strengths and abilities (QKLG Identity) when prompted to write their name onto their artwork.

Moving forward we are very excited to celebrate many birthdays as July looks like a very popular month for celebrations in our room.

Miss Carly & Miss Leanne.

Move and Groove

Wow what a busy few months we have had in move and groove, the children have been busy practicing their skills of running and hopping the past 2 months.
The children always start off their move and groove sessions with dance dance freeze followed by the stretching song, this gets our bodies warmed up and ready to move. The children know these songs and once heard over the speakers they know it's time for Move and Groove to start. Having this predicted routine to start Move and Groove, the children feel safe, secure, and supported (outcome 1)
The children have enjoyed playing what's the time Mr wolf, Red light Green light and running around following the leader as they run around obstacles, not only is it fun to play these games the children are also learning to be effective communicators, (outcome 5), by using verbal language to tell our peers how many steps we want them to take, when to stop running and freeze what we are going to do next.
Hopping was our focus of May, at the start of these sessions many children were unable to hop or even balance on one foot there was also children calling out "I can't do it it's too hard", as the month wore on the children became more confident in their abilities and continued to persist with the challenge ahead. By the end of May all children in the Kindergarten room and many from our junior room were able to hop on one foot with out putting our other foot on the floor.



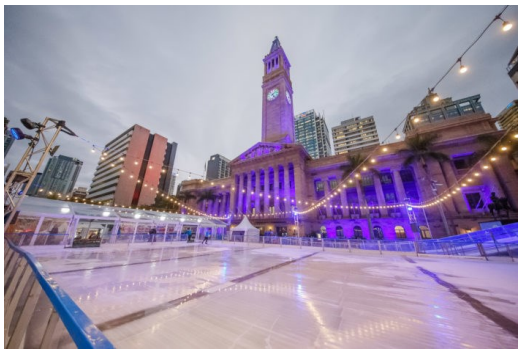
Our move and groove in the junior ends have also been filled with lots of running and hopping more jumping with games and activities modified to suit the needs and ability of the children of these ages, it was great to watch the children attempt hopping as 2 feet would often come off the ground, it was also amazing to see them running and jumping over a rope on the ground without hesitation.

Over the next month we will be working on our catching skills.
Miss Paige.

Our Community ...

Upcoming community events

Skating At Festival details
When: June 22 – July 15, 2018.
Where: King George Square



Healthy Habits!

With Dental Health week approaching we thought it timely to include some information about Dental Health Taken from the Australian Dental Health Association.

If you're the parent of a toddler, you'll be well aware that you're in possession of a full-speed-ahead bundle of energy. Getting them to do anything can be a challenge, but when it comes to their oral health, it's important that you teach them early on that they need to look after their teeth and gums.

Get started early
Waiting until your child has a full set of teeth before they visit the dentist for the first time might seem sensible, but the general rule of thumb is that this visit should happen by 12 months old or when their first tooth becomes visible. Early dental visits will help protect your child from tooth decay by educating you on what you need to do to keep their teeth healthy.

Brushing your child's teeth
One of the first things your dentist will discuss with you is the importance of teaching you how to brush and floss your child's teeth. Initially using just cold water on a soft children's toothbrush – toothpaste can be used from around 18 months of age – you should gently brush each tooth and massage the gum using a soft, circular motion.

And yes, even flossing is necessary as soon as two teeth touch; your dentist can show you the correct technique if you're not sure. You can make cleaning your toddler's teeth more fun by creating a brushing game, put on their favourite song or find a toothbrush or toothpaste with a beloved TV character on it.

Stopping the rot
Kids will often put a fight when it comes to cleaning their teeth but the reality is if it's not done regularly, tooth decay can set in, with a host of painful problems resulting including the removal of teeth in extreme cases.

Along with a twice-daily regime of brushing and flossing, try to limit their consumption of sugary foods and drinks such as lollies, soft drinks, and even savoury biscuits, snack bars and muffins. If you do give your child a snack – it's best to stick to meal times only and limit grazing – choose unprocessed food like vegetables, cheeses and lean meats.

Checking for decay
You can easily check the state of your child's teeth by lifting their top and bottom lips and checking for white patches, which are the early warning signs for decay, and can be reversed. Grey, brown or black spots indicate more serious decay; in either case, book an appointment with your dentist soon as possible.



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