Little Ducks Childcare

Bardon Newsletter

March/April 2022

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From your Centre Manager

Welcome back to the March/April edition of the newsletter!

I would like to introduce myself to you as the Centre Manager here at Little Ducks Childcare Bardon. Over many years, I have gained a considerable amount of knowledge and experience within the Early Childhood Education setting. For those of you who are new to our service, we wish you a warm welcome to our Little Ducks Bardon Community.

Recently, as a team we have been reflecting upon Quality Area 3 – Physical Environments which aims to ensure that our environments are safe, suitable and provide a rich and diverse range of experiences to promote children's learning and development. As we reflect upon our environments, we are adapting them to provide opportunities of inclusion and ensure that our changes are devised to provoke inquiry and wonder whilst maintaining consistency and a sense of security for our children.

As part of our reflective journey, our educators have been exploring what it means to use 'the environment as the third teacher'. This pedagogical concept is influenced by the Reggio Emilia approach which suggests that there are three teachers of children: adults, other children, and their physical environment.

How might this look in our learning environments? Our learning environments will be designed to reflect the identity and culture of the children within them. Our educators will be focussing on creating engaging, responsive, and aesthetically pleasing spaces to foster connection and support children to become confident and resourceful constructors of their own knowledge. As part of this approach, in our environments you might notice a variety of interesting things, Open-ended materials, Natural resources, Real life objects, flexible access, recycled and repurposed resources and a balance of experiences with specific areas dedicated to children's interests.

How is using the environment as the third teacher beneficial to children? Adopting this approach provides more opportunities for educators to be in the moment, supporting and responding to children, their ideas, and interests. A well-designed environment enhances all areas of children's development and works collaboratively with the learning curriculum to provide meaningful learning opportunities.



Through reflection and training our educators recognize the impact on children's development and wellbeing, environments can make. We welcome continuous feedback on improving our learning environments, so if your family has something to share, please let us know!

Kind Regards,

Kaitlin Martin - Centre Manager

Education Information

BASIC PATTERNS

Basic math skills in preschool and kindergarten set the foundation for learning more advanced math concepts later on. Patterning is one of those important early skills. Thankfully, patterns are easy and fun to teach! How do we teach patterns? We can notice them, hear them, and physically make them. Here's a simple progression you might want to use when you teach patterns:

- ABAB (red, blue, red, blue)
- ABC (car, truck, plane, car, truck, plane)
- AABB (crayon, crayon, pencil, pencil, crayon, crayon, pencil, pencil)
- AAB (Cheerio, Cheerio, raisin, Cheerio, Cheerio, raisin)
- ABB (stomp, clap, clap, stomp, clap clap)

For activity extensions and adaptions follow the link here. Activity and Image Source: themeasuredmum.com & Handsonaswegrow.com



"A great educator makes everyone learn, not just those who are at the top of the class."
James Lopez

Educator Spotlight



Educator Spotlight

Miss Trudy has made an amazing addition to our team over the last couple of months. Miss Trudy has completed her Diploma of Children's Services and is currently working towards her Bachelor of Early Childhood Education. She has recently taken on the role of Lead Educator in the Senior Nursery and is our Educational Leader.
Thank you Trudy for all your hard work and dedication to the children!

Recommended readings / Blogs

App reviews

WHILE I'M AWAY

AUSTRALIAN INFANT, CHILD, ADOLESCENT AND FAMILY MENTAL HEALTH ASSOCIATION LIMITED | FREE

The While I'm Away app has been designed to help parents support the mental health and wellbeing of their child should they need to be cared for by someone else (e.g. if a parent needs to go into hospital, travel for work, or is separated from their child for any period of time). The app guides parents through a series of questions that captures the most important information about their children including key people, daily routines, interests, hobbies,

Nursery learning





The Nursery Children have shown interest in different animals and we have been looking at pictures and books together and identifying them. To further the children's interest we set up a role play experience of a water tray with fish and dolphins.

The babies explored their environment showing curiosity, engaging in and contributing to the play. The children were eager to splash in the water feeling its cool texture. We felt the sea creatures moving them through the water discussing names and features of each animal. The babies expressed their ideas and were actively involved in the sensory play experience.

Jean Piaget, a theorist, stressed the significance of play as an avenue for knowledge and education as children engage in play. She said that open ended activities and queries support children's cognitive development because they question a child to think. Understand that a child is an active student and that the child must be provided with opportunities to explore, discover, research and experiment.

Senior Nursery learning

In the Senior Nursery, we have been working towards helping our Children grow in their self-confidence and emerging social skills with their peers. After spending time with our Children, we noticed a growing interest in fine motor styled play. Showing keen interest in using their individual fingers and attempting to move them separate to other fingers.

We then reflected upon theorists, choosing to look deeper into Jean Piaget, who theorises about early learning. He states the first two years of a child's life is a crucial time in the child's life where they practice and reaffirm their abilities through a variety of different methods. In doing so they are cementing their intellectual functioning and setting them up for success in the huge variety of challenges that await them later in life.

Using this as our base for the following weeks programming, we decided to set up a small group threading activity using colourful shoelaces and large different shaped beads. During the activity, our amazing little minds were at work, problem-solving as we theorised with a variety of different grips to try and push the shoelace through the beads, along this holding the beads in a way to be able to see the shoelace come through the opposite side.

As the children practice these skills, they are also using their ever-developing social skills with their peers. They are learning to share space together, along with begin communicating with their peers, with some assistance of the educators through modelling and offering words.

We are so excited to be able to be a part of each and every Childs separate learning journey, and have the ability to challenge and further their growing skills together this year!





Toddler learning





It is a pleasure to say that we have completed almost two fantastic months in the toddler room with your beautiful little toddlers. Now we have strong and secure relationship with your children as well as with our lovely families.

We have been focusing on each child's individual goals, how we can achieve them altogether in a positive manner, encouraging children's agency, ways of embedding children's agency to our program, understanding each child's interests. We have been focusing on valuing and being responsive towards the children's strengths, abilities, skills, knowledge and interests. Every day at all the meal times the children have been singing "Bee Bee bumble bee" song to get to know everyone's names. It is lovely to see that everyone is showing kindness to each other, helping each other and making friendships. Every day, we see the children developing, sharing and taking turns, negotiating roles, showing empathy for a friend who may have hurt themselves or who may be upset due to something.

The Toddlers have been learning about all the colours by doing different colour sorting and colour recognising activities. Out of all the activities, their most favourite one was learning colours with little eyes from "my colour wall". Colour recognition is a key cognitive developmental step for toddlers, as it plays an important role in object recognition and is a vital part in helping children to develop their descriptive language skills, which in turn encourages clear communication and understanding.

Can't wait to do more activities with your lovely and beautiful children and meet the families!

Junior Kindy learning

We welcome Miss Osi to our Junior Kindy room. Together Miss Osi and I are dedicated to ensure our families are welcomed by building a secure bond with each of them individually. We will make sure to share meaningful moments of your child's experience here at Little Ducks through Story park.



At the moment, here in Junior Kindy the children have been interested and enthusiastic about sensory based play and every day we have been including sensory based play into a range of different areas of play and learning.



Sensory play encourages learning through exploration, curiosity, problem solving and creativity. They do this by touching, tasting, smelling, seeing, moving and hearing. Providing opportunities for children to actively use their senses as they explore through sensory play is crucial for their brain development as it helps to build nerve connections in the brain's pathways.



Some of the sensory activities we have offered to the children includes paintings, sensory baskets, colander threading, playdough and outdoor play in our own backyard where children are allowed to touch, feel, smell our plants.

Kindergarten learning

The power of play is the most useful tool for literacy and numeracy learning!

The Kindergarten Educators recognise that young children take in information, make sense of things, understand and learn differently than school age children. Promoting opportunities for children to explore, be exposed to and participate in literacy and numeracy is an important part of the early childhood years.



Recently the Kindergarten children have been exploring letters and letter formation through a variety of play-based experiences. The Educators have used numerous different strategies to assist the children in developing awareness of early literacy concepts.

What does this look like in our Kindergarten Environment?



Developing awareness of early literacy concepts in the Kindergarten room incorporates a balance of exploring Oral Language and Written Language. Written Language is all about providing opportunities for children to recognise symbols, to share stories and different texts, to be surrounded by print and language in the learning environment. For example, providing menus in a pretend restaurant, following recipes in a cooking experience or putting magazines in a waiting room as part of dramatic play. Oral Language. Oral Language is incorporated into the classroom through conversations, listening to others, making up stories, sharing stories, songs, poetry and finger puppets and engaging in dramatic play by making up roles and scripts.



The Kindergarten educators ensure that the environment promotes opportunities to sit and interact with children to support children's communication development.

How can you support literacy and numeracy development at home?

There are so many ways that families can support literacy development with their child. The key is to make it as fun and engaging as possible by offering opportunities for children to explore their interests and ideas. Families can support children by:

Discussing different topics of interest, asking open-ended questions, sharing rhymes, stories and songs, looking at different types of texts such as recipes, shopping lists, magazines, posters, books, encouraging children to tell stories and engage in dramatic play, reading together and encouraging mark making with a variety of creative and writing resources.

Reconciliation Action Plan—

We were excited to receive some brand new Indigenous resources last month to incorporate into our programs. The children have enjoyed using the musical instruments as part of their acknowledgment to country every morning as they sing Tabanaba and Innanay.



Physical skills development

Sporting Activities that can help your child develop their strength and stability?

Your 'core' is made up of the bones, joints and muscles of your trunk (eg: the ribs, the spine, the abdominals, the back muscles), your pelvic bones and the muscles in the pelvis, as well as the muscles involved in breathing. Your child's 'core', if it is strong and stable, provides it with a stable base from which he or she can move their arms and legs from. Which means, that if your child has a strong and stable core, they have more change of using their arms and legs with more coordination and more strength.

How strong your child's core is and how well they can hold their core stable will play a part in how well they can perform everyday activities such as walking, running, getting up and down off the floor, and ball skills. Your child's core strength and stability also play a part in how well your child can sit up straight, can sit still in the classroom, and even in how coordinated they are.

Certain sporting activities can help your child to improve their core strength and stability. Here are a few of our favourites: Swimming, Gymnastics, Dancing, Martial Arts, Horse riding.

Give one of these sports a try if you would like to improve your child's core strength and stability. The best sport for your child will be the sport that they enjoy doing – because if they enjoy it, they will practice it, which is what allows them to improve their core strength and stability. If you are concerned about your child's core strength and stability, or you think that their core strength or stability is impacting on their development, it will be beneficial to seek out an assessment from a physiotherapist or occupational therapist experienced with children.



HEALTH AND SAFETY Never leave kids in cars

The never leave kids in cars campaign prompts parents to take their kids with them whenever they get out of the car, just as they do with heir everyday valuables, to avoid potentially tragic consequences.

WHAT ARE THE RISKS?

On a typical Australian summer day, the temperature inside a parked car can be 20 degrees C to 30 degrees C hotter than the outside temperature. The temperature inside a car can reach dangerous levels quickly; 75% of the temperature rise occurs within the first 5 minutes of closing and leaving the car. Large cars heat up just as fast as smaller ones. Leaving the windows down slightly has little effect on the inside car temperature. Tests conducted by RACQ have shown that when car windows are left open by 10cm, the inside temperature is only 5 degrees C cooler than with the windows closed. Young children are more sensitive to heat than older children or adults as their body temperature can rise 3 to 5 times faster. This puts them at greater risk of heatstroke and other health risks as their body temperature reaches dangerous levels much soon.

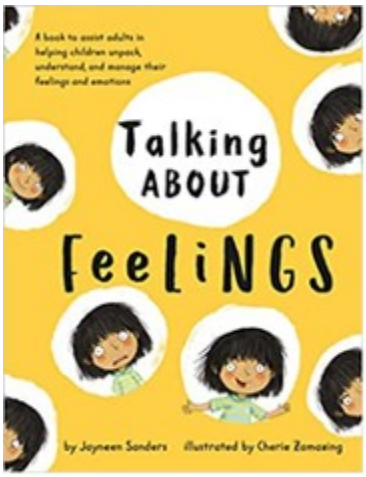
HOT CARS SAFETY TIPS:

If you have to leave the car, even to run a quick errand - take the children with you - Never use the car as a substitute 'babysitter' - Never leave children in a car without adult supervision for any length of time, not even a minute! - Lock cars and secure keys when at home to prevent children playing inside the car - Make 'look before you leave' a routine whenever you get out of the car.

Book of the month!

This book encourages children to understand and manage their changing feelings and emotions, and to talk confidently about how they are feeling. Providing children with the skills and the words to express their feelings is key to helping them move forward in a positive manner.

Talking About Feelings is the perfect book for parents, caregivers and educators to help children unpack challenging emotions in an interactive and engaging way.



Centre Events

March

Tuesday 1st – Pancake Day

Thursday 3rd - World Wild-life Day



Friday 4th – Schools Clean Up Day

Sunday 6th – Clean Up Australia Day

Tuesday 8th – International Woman's Day

Thursday 17th – St Patricks Day

Thursday 17th - Close the gap

Friday 18th - Holi festival

Sunday 20th – International Day of Happiness

Monday 21st – National Playgroup Week

Monday 21st - Harmony day

Tuesday 22nd – World Water Day

April

Saturday 2nd – Autism Awareness Day

Saturday 2nd – Ramadan starts

Wednesday 6th – Nature Play Week



Thursday 7th – World Health Day

Friday 15th – Good Friday

Sunday 17th – Easter Sunday

Monday 18th – Easter Monday

Thursday 21st – World Creativity and Innovation Day

Friday 22nd – Earth Day

Saturday 23rd – World Book Day

Monday 25th – Anzac Day

Policy review

March
Grievance
Educator & Management
Sun Protection and Clothing



April
Excursion
Toileting
Aids / HIV

<u>Ways that you can provide feedback are:</u>

- ◊ In person, or over the phone
- ◊ As a reply to an email
- ◊ On Storypark

Sustainability

JUNIOR LANDCARE

With over 35 environmental sustainability activities in the Junior Landcare Learning Centre, there is a lot to keep children busy. Every learning activity runs for 30 minutes with step-by-step instructions, a short story and a fun 'did you know?' section, plus lots of useful links and resources for more information.

Junior Landcare program manager Jo Stentiford says that "parents and carers who may not know a lot about food production, biodiversity, waste management and recycling or Indigenous perspective – the Junior Landcare Learning Centre will help you get started so you can also learn with your kids and share the experience."

Get started by watching Junior Landcare Ambassador Costa Georgiadis and the Junior Landcare team in action. From creating food gardens to getting the buzz on bees and other beneficial insects. What activity will you do these school holidays? plant a food garden, create a worm farm or frog garden, start your own compost, get a buzz on bees

Visit Junior Landcare or Junior Landcare Learning Centre, for more information.



Healthy Habits



Recipe

Yoghurt Raspberry Loaf

Ingredients (serves 10-12)



- 1 cup frozen raspberries
- ½ cup brown sugar
- 2 eggs, lightly beaten
- 1 cup 99% fat free Vanilla Yoghurt
- 1 ¾ cups self raising flour
- 1/3 cup almond meal (This ingredient can be omitted for a nut free version – no substitute required)

Method

1. Pre-heat oven to 180°C.
2. Spray a loaf pan with oil spray. Line base and two long sides with baking paper, allowing overhang.
3. Sift flour and combine all other ingredients in a large bowl.
4. Spoon into prepared pan and smooth surface.
5. Bake for approximately 50 min or until a toothpick or skewer inserted into the centre, comes out clean.
6. Turn out on wire rack and serve warm or chilled.

Tip

- Spoon mixture into a 12 cup muffin tin and bake for 15-20 mins for muffin recipe
- Substitute raspberries for blueberries/ forest fruits mix