Little Ducks Childcare

Wilston Newsletter March/April 2022

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From your Centre Manager

Hello and Welcome, What a whirlwind start to the year!

Over the past few months we have implemented our term program. The program is based on children's individual goals. From these goals, educators plan routines, environments and experiences to support the children in achieving their goals which is documented, celebrated and captured in individual learning stories, observations and child notes that are shared with you on Storypark.

We would also like to highlight the exciting pedagogical approach that we will introduce across our Little Ducks communities: The Abecedarian Approach, that is a set of evidence-based teaching and learning strategies that maximise children's learning outcomes by enriching and enhancing educators' practice. The approach consists of four elements that promote intentional and meaningful adult-child interactions. These are Language Priority, Learning Games, Conversational Reading, and Enriched Caregiving.

There are some benefits of the Abecedarian Approach in the children through their developing language and literacy. Children will also develop a greater sense of belonging and secure attachment with the educators / teachers through the Enriched Caregiving.

This focus has tied in to our quality improvement plan. The focus of Quaity area 1 is: Educational program and practice .

Through this process we will be asking our families for feedback through surveys and feedbacks forms which will be sent through story park and emails.



Enza Carpenzano

Centre Manger

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 Enza.

I have worked in the child care for the past 22 years. I am passionate about childrens's growth and development, inclusion support and building connections with families an the community.

For the past 18 months I have worked at New Farm as the Assistant Centre Manager and look forward to This next step in my career

Recommended readings / Blogs

Did you know that from the 7th March families with more than one child under five is eligible for the higher CCS. For more information visit the link below.

https://www.servicesaustralia.gov.au/child-care-subsidy

Nursery learning

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Hello Nursery & Senior Nursery families,

We have had a fantastic start to the year welcoming back familiar faces and meeting some new ones. We have shared many smiles, giggles and special moments with the wonderful children - each one bringing their own individual identity and sparkle into our days.

Our main focus for this term has been to support the children in feeling a sense of belonging within their environment by building secure attachments with their educators. The happy faces we see each day show us that we are certainly making great progress towards this, with children starting to show us more of their personalities and playful side, as well as showing interest in each other and being part of a group. We are starting to see some wonderful friendships blossom and we can't wait to continue to see these strengthen! We have really been enjoying getting to know each child on a deeper level learning their interests and incorporating these into the daily program in order to spark excitement, curiosity and wonder.

We also have been supporting the children to expand on their self-help skills, using opportunities that present themselves throughout our daily routine to practice these. Through the development of these skills, children are able to obtain an increased sense of autonomy and independence feeling pride in their achievements and contribution.

Over the next few months we will be investigating different cultures in order to strengthen the children's individual identities by introducing them to a diverse range of cultures and investigating their own, further working on the children's language development supporting them to expand on their verbal and non-verbal communication and continuing to support them in the development of their self-help skills. We will continue to observe the children's individual interests and incorporate these into our program!

This snapshot just covers some of the wonderful learning and developmental progress we have been working towards in the Nursery & Senior Nursery rooms. We certainly welcome family input into our program and value working within partnerships to achieve the best learning outcomes for all children, in particular bridging more connections between the children's home and care environments. Please do not hesitate to speak with us!

Miss Kailah, Miss Chloe & Miss Olivia



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Toddler learning







Over the past month in the toddler room, we have been focusing on children's independence. To encompass this, we have provided your children with the ability to take ownership over their actions and given them lots of autonomy in every part of their day! Firstly, the children have all been encouraged to use the toilet by themselves, and oh boy how quickly they have all taken to it! Further, opportunities to encourage keeping their own bodies healthy were provided in the form of encouraging the children to wash their own hands properly with soap and water, as well as by making healthy eating choices during their mealtimes by choosing and serving their own fruit onto plates, using tongs. Finally, the children have been packing up after themselves whenever possible, such as: after play times, after mealtimes, and after rest times! Your little ones are becoming very helpful and take to helping clean up our room whenever they see one of us doing participating, so don't let them fool you when it comes to packing away at home.

Additionally, we have been exploring opportunities for the children to navigate freely in their environments in a safe way. We have explored what makes a risky activity safe to engage in and what makes a situation unsafe and who to ask for help when feeling challenged with their abilities and strengths.

Junior Kindy learning







The first two months of 2022 have been filled with songs, learning and the building of bonds in the Junior Kindy Room. Singing is now an important part of our interactive group times, with all the children actively participating in our action songs such as 'Sleeping bunnies' and 'Where is thumbkin'. We also sing while reading books such as 'We're going on a bear hunt' and 'Little bunny Foo Foo' and from the feedback we have received the children have been singing these songs at home as well. The children who have transitioned into Junior Kindy seem to have already built a sense of belonging in the Room and have positive interactions with their older friends during our group learning activities Miss Thuy and I have built strong connections with the Junior Kindy children. This is significant in the children's learning and development as all the children feel safe, secure and supported in their learning.

Reading books is essential for all children and especially so for the children in the 2 to 3.5 age group. It presents them with opportunities to extend their vocabulary and enhances there knowledge of words so they can then use them when they are expressing their opinions and ideas. Our book readings are open ended discussions, during this experience I ask and answer questions and the children also look at the pictures and try and make meaning of the text.

Kindergarten learning

Hello families,

Literacy.....

We have been focusing on the letters in our names to help the children learn how to write and recognise their names by the time they attend Prep. The children are developing their skills in controlling their hand movements to form the lower and upper case versions of the letters A, E, I, N and L. These are the most common letters in our names and we will progress through the remaining letters. We are also identifying other words that begin with the focus letter to help build the children's phonological awareness.





The children have taken an interest in storytelling and we are exploring different ways to do this. We have cut felt characters and the children have been creating scenarios to share with each other. Our outdoor playhouse became a puppet theatre, where children were encouraged to use hand puppets to create a story. We also explored how to use torches to create shadow puppets.



We have been focusing on a different genre of story each week, to expose the children to different types of books. We have covered counting books and books about feelings. Currently we are exploring Fairy tales as some of our favourite stories feature princesses and magical creatures.



Critical Thinking...

Many of the children have demonstrated a desire to challenge their critical thinking and evaluation skills through puzzles. We have progressed from the smaller, 12 piece puzzles to large floor puzzles, circular and irregular shaped to a 50 piece puzzle done in a group. I have noticed children using a range of strategies, from completing the frame, matching the colours or fitting pieces together outside of the puzzle. It is valuable opportunity for children to collaborate, practicing their communication and negotiation skills. I am on the hunt for more puzzles to challenge them with so they become familiar with these.

Incursions...

I have had some great feedback from our Science incursion, Labkids. The children had the opportunity to fly an air powered rocket as well as investigate different ways to make things move.

French has started again for 2022 with Miss Corrine, from Playfrog. The children are learning to pronounce the names of colours in French.



Reconciliation Action Plan.

We have been working with our community to source resources to enhance children's learning and development of our Australian history.

Every morning Miss Natasha leads the acknowledgement to country using hand gestures to assist the children in understanding the land we live on.



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:

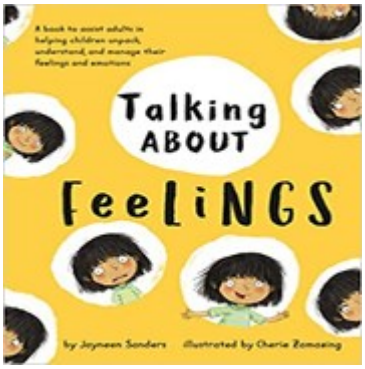
If you have to leave the car, even to run a quick errand - take the children with you - Never use the car as a substitute 'babysitter' - Never leave children in a car without adult supervision for any length of time, not even a minute! - Lock cars and secure keys when at home to prevent children playing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

Book of the month!

Talking About Feelings – Jayneen Sanders

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 Wildlife Day
Friday 4th – Schools Clean Up Day
Sunday 6th – Clean Up Australia Day
Tuesday 8th – International Woman's Day
Thursday 17th – St Patricks Day
Friday 18th - Holi festival
Sunday 20th – International Day of Happiness
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

Ways that you can provide feedback are:

- 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