Little Ducks Childcare

Wilston Newsletter

July / August 2022

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From your Centre Manager

Hi, my name is Michele, I am the Centre Manager for Little Ducks Wilston. I love being part of the lovely Wilston Community. I am impressed with how many educators have been part of the community for a good length of time and the experience that we have together. If you total our years of experience together we bring to the community 65 years of knowledge, experience and passion. One of our educators has taught at the centre for 10 years and two others for 5 years! That is quite an achievement!

Early Childhood Educators have such an important role in children's lives, taking responsibility for these little people that are so important in you lives while you are busy working and contributing to the community but also taking the responsibility of inspiring the start of the child's learning journey! With this comes the responsibility of encouraging children's love of learning , curiosity and most importantly the ability to interact positively with others—a skill that is the most valuable for their future all this through the power of play.

Parents are actually the children's very first teachers and as such it is important that this education and care is a collaborative effort between families and educators. Our educators like nothing more than to have a conversation with you at drop off and pick up, to exchange information about your child's morning or day and share information about interests and routines. As part of this collaboration educators will work with parents to set goals for the children's learning. Goals are based on our Curriculum—the Early Years Learning Framework—a curriculum that encourages:

"All young Australians become: ⍰ Successful learners ⍰ Confident and creative individuals ⍰ Active and informed citizens. " - EYLF



We look forward to continuing to working with you with this goal in mind as we grow these very capable children.

Educational Excellence through the Power of Play Based Learning -Purposeful, Playful, Positive.

Michele—Centre Manager

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Health & Safety

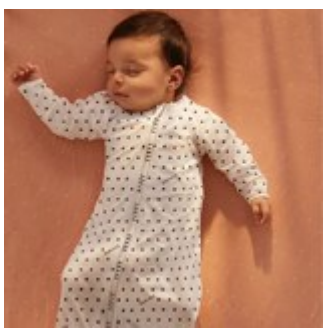
Overheating is one of the major risk factors for SIDS and SUDI, but how do you know how much or what sort of bedding to use to keep baby both warm and safer while sleeping? This information can help.

Key points on how much bedding should be placed on baby in a sleeping environment

- Dress baby and use layers as you would dress or use layers yourself: to be comfortable, neither too hot nor too cold.
- Research has shown that baby's risk of dying suddenly and unexpectedly is increased if baby is sleeping on the tummy and that risk is even further increased if baby is sleeping on the tummy under heavy bedding or if baby's head becomes covered by bedding in any position. Babies manage heat loss very efficiently when placed on the back to sleep with the head uncovered. Sleep baby on the back and keep baby's head uncovered during sleep to reduce baby's risk of sudden unexpected death.
- Make up baby's bed so baby sleeps at the bottom of the cot and the blankets can only reach as far as baby's chest, ensuring baby cannot move down during sleep and get his/her head covered by bedding.
- Consider using a safe baby sleeping bag (one with fitted neck, armholes or sleeves and no hood).
- Dress baby for sleep and add/remove lightweight blankets to ensure baby's back or tummy feels comfortably warm to the touch.
- Remove hats, bonnets, beanies and hooded clothing from baby's head as soon as baby is indoors.

More information can be found at:

https://rednose.org.au/article/bedding-amount-recommended-for-safe-sleep



Educator Spotlight



Educator Spotlight

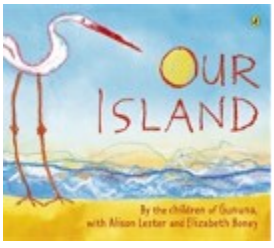
Miss Natasha is our Early Childhood Teacher at Little Ducks Wilston and has been for the past 4 years. Miss Natasha works closely with the local schools to ensure a smooth transition between Kindy and School. The Kindy classroom is a very inspiring place where Natasha's passion ensures the children thrive and build a love of learning. Natasha is a very valued member of the team.

Recommended readings / Blogs

OUR ISLAND | Children of Gununa, with Alison Lester and Elizabeth Honey

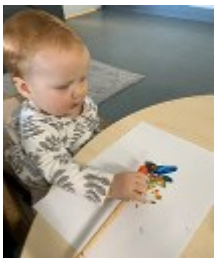
"Our island lies beneath a big blue sky, surrounded by the turquoise sea. Turtles glide through the clear saltwater, and dugongs graze on banks of seagrass."

In this lyrical celebration of place, the children of Mornington Island explore their home in words and pictures.



Nursery learning







Nursery learning and development

The recent focus in the Nursery has been sensory play. This has given us the opportunity to undertake many great learning experiences for the children. Engaging with sensory play is great in supporting language development, cognitive growth, fine and gross motor skills, problem solving skills and social interaction. We have captured some great moments from the children painting.

Not only does sensory play provide children with all of the benefits above, but it also builds on the circle of security we value within our Nursery room. It is extremely important for children to have a sense of belonging and identity and by implementing this circle of security, children are able to express their own ideas, in this case through painting with the support of educators who encourage and interact positively and intentionally with joy and empathy. This support ensures the children build the confidence to explore new environments and experiences which in turn encourage their global development.

Senior Nursery learning

Senior Nursery learning and development

Regardless of your child's age, creativity is a process, as opposed to a product. This is especially true with babies and toddlers who are just developing the coordination to control and manipulate objects with intention, and the cognitive capacity to problem solve and organize thinking. Creativity is a way of thinking, problem solving, and applying knowledge as well. How you integrate these various experiences will influence their growth and development across many areas, including creativity, fine motor and problem solving. Possibly more important, creativity can be acquired, and fostered.

Our Snr Nursery children have been fostering their creativity through collage and painting, These experiences have

- developed fine motor skills—holding brushes and picking up collage materials.
- Cognitive skills through decision making exploring through trial and error—what happens when I put by brush to the paper, what is the difference between textures and colours the opportunities are endless.

It becomes clear that the process is very much more important than the product!







Toddler learning







Toddler learning and development

Fine motor skills are fundamental for children as the ability to precisely and skillfully manipulate tools and objects opens up a whole new world of possibilities in terms of independence, exploration and creativity.

We first developed these skills through the use of manipulatives such as small blocks, Legos and magnet tiles. These resources encouraged the children to use their fingers to move and slot small blocks together with care and intention while enjoying creating their own structures. We built many towers using our keen hands, and paid attention when making choices about where blocks need to be place to allow us to make higher and higher towers.

Further, we used other tools such as paint brushes, pens, pencils and crayons to let our creativity shine! While making beautiful works of art, we developed strong muscles within our hands that help us write, draw and create.

it has been great to observe every success and every proud face we have had together! We can't wait to see what we can achieve next!

Junior Kindy learning

Junior Kindy learning and development

The theorist Lev Vygotsky propounded his sociocultural theory in relation to children which states that while children learn actively through hands-on experiences, parents, caregivers, peers and the culture at large were responsible for developing higher-order functions.

We followed and proved this theory in Junior Kindy during the past two months as the children worked as a group to create structures for the room made out of cardboard boxes. The children first made a coconut tree, painted it and added features such as coconuts and palms, then fashioned a cubby house out of cardboard boxes. They each provided valued input as regards where the cubby house should be placed, what colour it should be painted and the like. Their activity and collaboration was extended when the made a train out of cardboard boxes and to complete the picture made a beach scene in the Junior Kindy patio area. Once their hard work was done they sat in the train and went for a long ride enjoying the scenery and each others company

Through their collaborative play, the Junior Kindy children achieved the Early Years Learning Outcome that they each have a strong sense of identity, that they each learn to interact in relation to others with care empathy and respect and that they each show interest in other children and in being part of a group.







Kindergarten learning

Kindergarten learning and development



We have tried to incorporate multiple senses on our learning about the body. We have used visual cues, such as the text book and body model to help the children picture how the body is organised. We paired this with kinaesthetic pathways by using playdough or slime to make the body part, for example rolling the intestine into a long snake or pouring the red water through pipes to mimic blood flowing through our veins. We used the Skeleton Dance song to help us remember some of the most important bones in our body



We have been focusing on different parts of living things, such as the skeleton, heart, blood and muscles. To help build knowledge and understanding the children have engaged with their hands, constructing bones, veins and arteries with playdough or pumping slime blood through their pipe arteries. They have linked vocabulary for the major bones (ribs, skull, hips) with the bone shape and used this knowledge to identify and match animal skeletons.



Developing our oral language skills helps children to expand their working vocabulary and enables them to communicate effectively with their peers. In fact, science uses sets of common vocabulary to help it order the world around us. We have introduced the names for major bones in the skeleton, such as skull, hips and ribs using a combination of music and visual cues. We used a similar technique when we talked about stages in a lifecycle and found it beneficial to help the children retain the knowledge. We have also labelled these important bones on our wall display, so that the children become familiar with the text associated with that image.



Reconciliation Action Plan

NAIDOC WEEK – JULY 3 - 10

NAIDOC Week celebrations are traditionally held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

NAIDOC Week is celebrated not only in Indigenous communities, but by Australians from all walks of life. The theme for 2022 is Get Up! Stand Up! Show Up!

Physical skills development

Bubble Pop

You will need a bottle of bubbles and a bubble wand.

It doesn't matter what age you are bubbles are always enjoyable and a fun way to engage children. Begin this activity by blowing some bubbles and ask your child/ren to pop all the bubbles they see. They will have to run and jump to catch all the bubbles.

Once you think they have exhausted bubble catching, ask your children to lay down. Blow bubbles over them and ask them to pick a bubble and watch it drift and glide until it eventually pops all on its own.

PLAY WITH PURPOSE

Much of your child's day at our service revolves around playing fun games with educators and peers. While you may think these games your child is playing are just a way for them to enjoy their time away from home with their friends, many of those games are actually teaching them very important skills.

For most of us, our life consists of schedules and structure and running from one commitment to another. Between work and extracurricular activities, there often isn't a lot of time left for play or free time. Play becomes even more important for toddlers in a pre-school setting because they may not have a lot of time for play otherwise.

Toddlers are constantly asked to follow rules and adhere to schedules, so being able to play games with friends at pre-school allows them the opportunity to express themselves differently. Whether they are making up the game or expressing themselves and their emotions through games like role-playing, dress-up, or puppets, games help children learn how to solve problems and get creative. Playing games also helps toddlers develop social skills as well as their language and counting skills without feeling like work.

You may think a rousing game of duck, duck, goose or musical chairs is just a way for kids to burn off some energy, and you're not wrong. However, these games are also teaching kids some pretty great life skills. These games can teach kids strategic skills, how to win and lose gracefully, how to practice self-control, and the importance of patience and taking turns. Games like Simon Says help children learn how to be leaders, while games like hide-and-seek teach children about problem-solving and critical thinking. Even though these games are a lot of fun for the children to participate in, they're also requiring your children to practice different skills and techniques as they play that they may not learn otherwise.

Playing games also helps your child with their memory, speech, and language abilities, as well as recognising words and letters.

Playing games like hide-and-seek, hopscotch, red light, green light and more at home can help your child build on these essential skills.

Catana, Kelli. (2022). Those silly day care games kids play are secretly getting them ready for school. Retrieved from www.newfolks.com/activities/day-care-games/



Centre Events

July

Sunday 3rd – Sunday 10th—NAIDOC Week—exploring the history of the original owners of our land



Friday 22nd—National Pyjama Day—wear your PJ;s to support

Thursday 22nd -Crazy Hair Day—

Friday 29th -Schools Tree Day—we will plant some gardens in our playground to encourage knowledge of the importance of caring for our planet

Saturday 30th—International Day of Friendship

August

Thursday 4th—National Aboriginal and Torres Strait Islander Children's Day

Tuesday 9th - International Day of Worlds Indigenous People



Saturday 13th—Science Week—Our kindy teacher will lead a week of science experiments

Monday 15th—RSPCA Cupcake Day

Saturday 20th—Book Week– a chance to really explore Conversational Reading as part of

Policy review

July
Educator and Management
Responsible Person
Code of Ethics



August
Discrimination, harassment and bullying
Social Media
Staffing and Supervision
Child Protection

Ways that you can provide feedback are:

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

Sustainability

NATIONAL TREE DAY – JULY 31

National Tree Day started in 1996 and has grown into Australia's largest community tree-planting and nature care event. It's a call to action for all Australians to get their hands dirty and give back to the community. While every day can be Tree Day, this year National Tree Day will be on July 31. National Tree Day is a day to venture outdoors and get to know your community, and most importantly, to have fun!



Healthy Habits

Our belief in the “magic” of family dinners is grounded in research on the physical, mental and emotional benefits of regular family meals.
Over three decades of research have shown that regular family meals offer a wide variety of physical, social-emotional and academic benefits. While some of these benefits can be gained through other activities, eating together is the only single activity that is known to provide all of them at the same time.
We recommend combining food, fun and conversation at mealtimes because those three ingredients are the recipe for a warm, positive family dinner — the type of environment that makes these scientifically proven benefits possible.

Some of the specific benefits of family dinners are:
Better academic performance
Higher self-esteem
Greater sense of resilience
Lower risk of substance abuse
Lower risk of teen pregnancy
Lower risk of depression
Lower likelihood of developing eating disorders
Lower rates of obesity
Better cardiovascular health in teens
Bigger vocabulary in pre-schoolers
Healthier eating patterns in young adults



There are also benefits for adults, including:
Better nutrition, more fruits and vegetables and less fast food
Less dieting
Increased self-esteem
Lower risk of depression

The Family Dinner Project. (May 22, 2022). Science says: eat with your kids. *Retrieved from thefamilydinnerproject.org/about-us/benefits-of-family-dinners/*

Recipe

PARMESAN CRUSTED ZUCCHINI CHIPS

2 zucchini, sliced into thin rounds
1 cup panko breadcrumbs
1/2 cup parmesan, grated
2 egg whites
2 tablespoons olive oil

Preheat oven to 200 degrees Celsius. Place the panko breadcrumbs and parmesan in a shallow bowl and mix to combine. In a separate bowl place the egg whites along with a tablespoon of water and whisk to combine. Dunk each zucchini round into the egg white, letting excess run off before pressing them into the panko parmesan mixture. Line an oven tray with baking paper and drizzle with a little olive oil. Arrange the crusted zucchini rounds on the oven tray in a single layer.



Pop into the oven and bake for 20-25 minutes, flipping halfway. The zucchini parmesan chips are done when they are golden and crisp.