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GOING FOR WALKS AND CROSSING ROADS

As your child grows, you're likely to be out walking and crossing roads more and more. Even quiet side streets on the way to the local park can be dangerous. They can also be a great learning opportunity - you can use them to help your child develop her awareness of road safety.

While your child's learning, these guidelines will help prevent accidents:

- It's essential to hold your child's hand when crossing roads together and wherever there's traffic or cars. Take special care where there's a lot of traffic, high-speed traffic, narrow or non-existent footpaths, or things that block the view, such as parked cars and trucks, trees, hill crests or crowded footpaths.
- Your child will learn by example, so always cross at pedestrian crossings or corners, wait for the lights, and look in every direction to check there are no cars coming. To help your child understand about when it's safe to cross, explain what you're doing.
- Stop at driveways and check there are no cars reversing or entering.
- Start talking about road safety while your child is still in the stroller. For example, 'Uh oh, car coming. Better wait until it's gone before we cross'. Keep talking about road safety as he grows.
- Even if your child protests or wants to run, tell her she can only cross roads when she's holding your hand. Praise her when she holds on without a fuss.

News from the Rooms

TINY TEDDIES (0-18 MTHS)

We are half way through the year and what a change can be seen in all the children. Since the start of the year, the children have grown and developed many new skills, all becoming confident and involved learners. The children now have a sense of belonging and comfort in their environment after forming relationships of trust with educators and fellow peers in the room.



Mealtimes are an enjoyable part of the day, allowing for children to become more confident and independent, feeding themselves and learning to drink from big cups. This is a great way for us to practice the self help skills they will use in everyday life and helps to promote a sense of wellbeing. Mealtimes also provide a time for social interaction and an opportunity for children to build on their communication skills.

We have been exploring many different sensory activities such as, shaving cream, play dough, paint, paste, sand and water. Sensory exploration is a child's way of being creative, experimenting, discovering, categorising and making connections with the big world around us.



Home corner with dress ups, a stove and dolls has been very popular with the children. When children role play, they develop the skills they need to interact with one another and become more confident in exploring their own identity.

The children have also been doing lots of activities that help with fine motor skills, eye and hand coordination, sorting, problem solving, cognitive development and cause and effect. These activities include pop up toys, stacking blocks, puzzles, posting box, and peg board.

We get outside as much as possible where the children explore and make new discoveries within the environment. They find nature items on the ground and lots of different colour autumn leaves. They also use lots of gross motor skills, such as climbing up frames, balancing on obstacle course, riding bikes, balls and pushing toys around. All these activities help to look after their own wellbeing.

The older children have been spending lots of transition time in the Butterfly room, enabling them to have a smooth transition into this room when they do move across. The children learn the routines, get to know other peers and take on more independent skills for them to have a sense of belonging to the group.

BUTTERFLY ROOM

What a busy time we have had in the Butterfly room since our last newsletter. We have celebrated Easter where the children decorated Easter baskets, when finished Easter eggs magically appeared in the baskets. The children were also given opportunities to make Easter bunny ears. This is a great way for us to make connections with the world around us as we learn about different celebrations.



We have had a lot of exposure to cooking, the children have enjoyed making their own play dough, icing biscuits and making cup

cakes. This idea came about from the children role playing with the play dough and then using it in the home corner, this shows that the children are starting to be able to transfer their understandings from one situation to another. The children are also investigating using their imagination, exploring their surroundings and working with others to share their work space.



We have been making the most of the opportunities when the weather has allowed us to spend time outside. The children have enjoyed the climbing equipment and the swings; this participation in outdoor play is a great way for us to develop a lifelong love of physical activity contributing to their overall Wellbeing. The children have also enjoyed the autumn leaves that have been falling from the trees. This allows the children to be able to explore natural play, exposes them to different textures, builds on sensory experiences, helps us explore the world around us and fosters a sense of curiosity about the world around us.



We have welcomed new children to the centre, these children have settled well and have learnt the routines of the room, we have also farewelled some children who have moved away from the town. Please feel free to approach Emma or Leesa if you would like to make an interview to discuss your child. The learning journal is a great way for you to take a look at what your child has been doing throughout their days at Mountain View.

Thank you, Leesa and Emma

STARLIGHT ROOM

Wow, we have been busy in the Starlight room with some new children moving up into our room from the Butterfly room. They are all settling in well getting to know the children and the routines of the room.

Over the past few months we have been able to go on two excursions to Heiner's Bakery where we had morning tea there and had a play on their play equipment. Then we went to the park where the children were able to explore the park and do lots of climbing on the play equipment. These excursions are beneficial to the children as they are broadening their understanding of the world around them.

The children have enjoyed being outside watching the leaves change colour over the autumn months. We have collected some leaves and the children have created their own beautiful pictures with the leaves. Children are able to explore ideas using their imaginations and their creativity.

We have been focusing on the children's self help skills, encouraging them at lunch time and morning and afternoon tea time to get their own cups, plates and forks. Then they are encouraged to scrape their own plates. At sleep times children are encouraged to get themselves ready for bed then choose the bed which they would like to sleep on. They are all learning to be independent, developing their emerging autonomy and to take care of themselves.



At the moment we are in the process of making an igloo out of milk cartons. The children have been helping to wash them the cartons then putting them out to dry. The children will then decorate some of the milk cartons with

some cellophane or crepe paper. Then we will start to put it together for the children to play in. The children are learning to cooperate with others while working together on the igloo.

On May the 24th we had an Italian day to coincide with "La Fiera" Festival. The children came dressed in the Italian colours. We had lots of Italian activities such as Bocce and Soccer made lots of Italian flags. Marg had organised Mario to come and play his guitar and sing some Italian songs for the children, they really enjoyed learning about the Italian culture. Julie bought in a map of Italy and showed the children where her family



day of fun it was, starting with children engaged in craft ideas using the colours of the Italian flag to decorate the room and create little Italian flags pasting on pictures of flags. Then when we ventured outside where the children engaged in special games such as soccer, bocce ball and song and dance. We were lucky to have Mario (Marg's brother in law) travel up from Wangaratta just to play and sing some Italian songs for us with his guitar. We learnt how to count to five in Italian.



We invited the toddlers and babies over to join us for an Italian feast enjoying social interaction with some of their siblings, other children and Educators Julie and Trish cooked us a feast of homemade gnocchi, garlic bread and gelati. Children and Educators all embraced the occasion and came dressed in Italian colours.



Julie and Marg would like families to take the time to look at our children's observations that are displayed around the room and in our daily journal that is out with the sign in sheets. We value and appreciate your feedback.



originated from. For lunch we were able to taste some Italian cuisine, Julie came in and showed us how gnocchi is made and then we ate them for lunch "Yum." Children are exploring other cultures. We are also developing the children's social and cultural heritage through engaging with members of our community.

Educators: Julie, Tamara, and Julie.

RAINBOW ROOM

As our days have become shorter children have been commenting on the sudden change in the weather outside. We have seen the leaves falling from our trees outside and the thick fog that sometimes covers the sun making our day colder outside. But still we enjoy lots of play outdoors exploring.

Investigating and incorporating natural resources into our play ideas:

Some children had the opportunity to go out on a nature hunt with Marg and pick up what we call nature pieces like gum nuts, leaves and sticks to use for pasting on our natural collages. Learning to connect with the world around us and what we can find and use in our play experiences. As children have become more confident with risk taking and managing their own safety they have made use of the natural environment outside to take care of their own physical wellbeing. They are taking on more challenges and building on their physical skills by incorporating climbing, balancing and jumping into their play.



By incorporating children's interest and ideas into planned experiences and routines Julie and Marg have provided children with lots of experiments involving learning about colour and different ways in which we can create different textures, patterns and colours.

Children have embraced our intentional teaching with enthusiasm and confidence.

Some of our experiments involved balloon painting, coloured sand and paper towel, using dye and paint. Some children asked for an experiment that would explode so Julie helped a group of children create a volcano in the sandpit and added coloured bicarb soda and water to create lava fizzing out of the top of it. Children were amazed and we had to repeat the process three times!

We added some coloured dye to spray bottles and then hung a white sheet up on the fence outside and children had the opportunity to practise their motor skills using the spray bottles to paint the sheet. Everyone was amazed at the beautiful coloured patterns that children created on the sheet. We then hung the coloured sheets up under our wooden platform outside and created an open ended space for music and movement, adding musical instruments and dress ups.



Having their own open ended play space enhances children's sense of belonging helping to build on their own identity and creates opportunity for play based learning. As children have become confident communicators Educators have had the opportunity to engage in meaningful conversations with children. This has led us in to creating our own travel agency in the room scaffolding children's interest in learning more about travel and different countries that make up the world around us and making connections to different cultures and language. Continuing with the children's interest and curiosity involving different cultures and special events in our town we had an Italian day at centre to coincide with the Italian La Fiera festival. What a full

INTRODUCING THE BLUE SKIES TEAM!



We are a group of dedicated parents and staff that have formed together for 2013 to transform a section of the outdoor playspace, otherwise known as the **Dig it, Muck it, Splash it!** project. We have been meeting every three weeks to formulate the design, determine budget and seek funds and material for this project. There will be a donation list up shortly and family friendly working bees scheduled in the spring. We hope the community can get behind us on this exciting project.



"Tell me and I forget, teach me and I may remember, involve me and I learn."

— Benjamin Franklin

TRY THESE TIPS TO ENCOURAGE THE BEHAVIOUR YOU WANT IN YOUR CHILD.

1. Children do as you do. Your child watches you to get clues on how to behave in the world. You're his/her role model, so use your own behaviour to guide him/her.
2. Show your child how you feel. Tell him honestly how his behaviour affects you. This will help him see his her own feelings in yours, like a mirror. This is called empathy.
3. Catch him/her being 'good'. This simply means that when your child is behaving in a way you like, you can give her some positive feedback. For example, 'Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table'. This works better than waiting for the blocks to come crashing to the floor before you take notice and bark, 'Hey, stop that'.
4. Get down to your child's level. Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking.
5. 'I hear you.' Active listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can't express themselves well enough verbally.
6. Keep promises. Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you.
7. Reduce temptation. Your glasses look like so much fun to play with - it's hard for children to remember not to touch. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight.
8. Choose your battles . Before you get involved in anything your child is doing - especially to say 'no' or 'stop' - ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it's really important.
9. Whining: be strong. Kids don't want to be annoying. By giving in when they're whining for something, we train them to do it more - even if we don't mean to. 'No' means 'no', not maybe, so don't say it unless you mean it. If you say 'no' and then give in, children will be whine even more the next time, hoping to get lucky again.
10. Keep it simple and positive. If you can give clear instructions in simple terms, your child will know what is expected of him. ('Please hold my hand when we cross the road.') Stating things in a positive way gets their heads thinking in the right direction. For example, 'Please shut the gate' is better than 'Don't leave the gate open'.
11. Responsibility and consequences . As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don't have to be the bad guy all the time. For example, if your child forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence.
12. Say it once and move on. It is surprising how much your child is listening even though he might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn't work. Your child will just end up tuning you out and wonder why you get more upset.
13. Make your child feel important. Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household.
14. Prepare for challenging situations. There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around your child's needs. Give him a five-minute warning before you need him to change activities.
15. Maintain a sense of humour. Another way of diffusing tension and possible conflict is to use humour and fun. You can pretend to become the menacing tickle monster or make animal noises. But humour at your child's expense won't help. Young children are easily hurt by parental 'teasing'. Humour that has you both laughing is great.

Policy Updates

MANAGING CHILDREN WITH MEDICATION, ANAPHYLAXIS, ASTHMA, DIABETES AND EPILEPSY POLICY:

This policy now includes the following:

- Ensure that any changes to the Asthma Action Plan are made in consultation with the child's doctor and a copy of the new Asthma Action plan is given to the service.
- Any changes to any action plans must be provided to the service
- A child must not attend service within 48 hours of commencing medication also changed this in the Illness Policy

NAPPY CHANGING AND TOILETING POLICY:

These two policies have now been combined.

INTERACTIONS WITH CHILDREN POLICY:

This policy has been completely re-written.

GOVERNANCE AND MANAGEMENT POLICY:

This is now a 5 page document not 1. A lot of new information has been added including a management flow chart.

SUN SMART POLICY:

OHS Risk Controls and Role Modelling. As part of OHS UV risk controls and role modelling, when the UV is 3 and above staff will:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30+ broad spectrum, water resistant sunscreen
- seek shade whenever possible