



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 5 April 2010



Hope everyone had a safe and happy Easter break and Anzac Long weekend even though they were both too short, looking forward to the next long weekend ☺

As most of you know caring for children is not glamorous, it's a passion that can have amazing rewards - and its all in a days work!

I would like to take this opportunity to thank all Kids at Home Care Providers for their caring and nurturing, abilities in providing our future generation with an opportunity to be children, and enjoy their early years. With that in mind I would like to share this verse with you.

Today like millions of others, I went to work, I didn't design a beautiful skyscraper, I didn't write a proposal to save an endangered species and I didn't drive a bus or fly a plane and I didn't write a crucial bill that would someday become a law.

However, I did spend time with some very important people.

I read a story to an attorney, I sang a song with a Supreme Court Judge, I ate lunch with a Pastor and patted the back of an Engineer until they fell asleep, I taught a police officer how to tie their shoes and introduced an astronaut to the colour red.

Tomorrow, who knows whom I will meet, but one thing is for sure, they will be very IMPORTANT for they are our precious children and the hope of our very future.

A lovely sentiment and so true for Care Providers and parents, and one to bear in mind for the 9th of May, Mothers Day.

Regards,



In this Issue

- Book Corner
- Dairy Dates
- Mothers Day Ideas
- Life skills for School Age Children
- Benefits of musical experiences
- 2010 National Early Childhood Education & Care Workforce Census

Did you know ?

Our eyes are always the same size from birth, but our nose and ears never stop growing.



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Book Corner

Some special books for Mothers Day

- ❖ Guess how much I love you *by Sam McBrathney*
- ❖ Magic Mummy *by Caroline Stills*
- ❖ My Aussie Mum *by Yvonne Morrison*
- ❖ My Grandma *by Jeanette Rowe*
- ❖ My Grandma and me *by Rachel Flynn*
- ❖ No More Kisses *by Margaret Wild*
- ❖ The Mummy Book *by Parr Todd*

Some other books of interest

All Families are Different *by Sol Gordon*

Is there such a thing as a 'normal' family? Is one family better than another? This book shows separations, divorce, abuse, neglect. And sibling rivalries are an unfortunate part of life. It is suitable for young people aged four and older who are curious about just what it means to be a part of a family.

A Balloon for Grandad *by Nigel Gray*

A moving story about family love crossing continents . . . Sam has a bright red balloon. That is, he does until it blows out the window. But Sam's dad tells him not to be sad, Sam's balloon has gone on an exciting journey across mountains, seas, deserts and rivers, all the way to his Grandad Abdulla's house . . . and now Grandad will be happy knowing Sam is thinking of him. A Balloon for Grandad was shortlisted for the Mother Goose Award and was named Children's Book Foundation Children's Book of the Year.



Diary Dates for MAY

Labour Day – PUBLIC HOLIDAY

3rd May 2010

Mothers Day

9th May 2010

National Sorry Day

26th May 2010

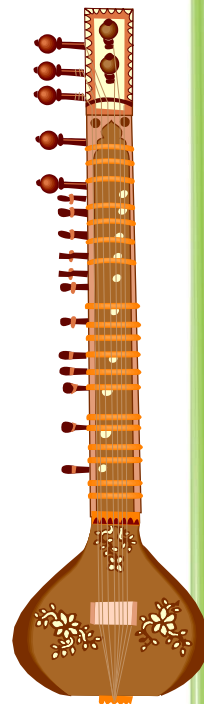
New Care Providers Corner

Kids at Home welcome,
Vandita-Reedy Creek, Brooke-Coorparoo, Tina-Coorparoo, Kellie-Norman Park and Asli-Holland Park to our team.

Beyond Twinkle Twinkle – musical experiences with children

Music plays an important role in children's social, emotional, physical and cognitive development by:

- ≈ Stimulating active listening skills
- ≈ Encouraging literacy and phonemic awareness
- ≈ Promoting gross motor coordination, control and spatial awareness through movement and dance, such as crawling, stretching, running, skipping, jumping and hopping
- ≈ Fostering creativity and imagination through experimenting with different objects and materials to create sound, rhythm and beat
- ≈ Encouraging the discussion and expression of feelings
- ≈ Establishing a foundation for mathematical concepts such as reasoning and 'sequential and ordinal thinking' (Klopper, 2008)
- **QA areas:** 2.1 2.2 3.1 3.3 3.5-3.6 4.4 & 4.5
- **National Standard areas:** 1-Educational program and practice, 3- physical environment & 5- Relationships with children
- **EYLF Outcomes:** Outcome 4, Children are confident and involved learners





Special Activities Children can do for Mum on Mother's Day

- ❖ Assist with Breakfast in bed
- ❖ Collect flowers from the garden
- ❖ Massage her hands/feet
- ❖ Create a card from what they bring home from family day care
- ❖ Assist with setting up a picnic in the garden or park
- ❖ Give her lots of hugs and kisses
- ❖ Help organise a nice relaxing bubble bath
- ❖ Paint her toe nails
- ❖ Sing her a special/favourite song
- ❖ Brush her hair
- ❖ Do her makeup
- ❖ Some quiet time to read her favourite novel
- ❖ Help clean the house / bedroom
- ❖ Help with the washing up



Life skills for Children Continued from the December – March Editions of Kids at Home Newsletter...

School Age Children: School age children are consolidating and extending upon the many life skills they have attained in their earlier years. They are able to take greater responsibility for themselves and their actions, and they can use reasoning and predictive thinking to make choices and decisions and to accept the consequences of these. School age children begin to increase their understanding of self and to identify and respect the similarities and differences between themselves and others.

Children in this age group are able to cooperate and negotiate with others and to resolve quite complex issues in their play and interactions with others. At this stage of their development children typically possess well-developed self-help skills and are usually eager to take on new challenges in caring for themselves and others. They are also often keen to take on leadership roles. Older children, such as those aged between 10 and 12 years, benefit from opportunities to have their own space and be responsible for themselves without intense adult supervision.

- **QA areas:** 1.1-1.5, 3.2, 3.3, 4.1-4.4, 4.6, 6.1, 6.3 and 6.4
- **National Standard Areas:** 1-Educational program and practice, 3- physical environment & 5- Relationships with children
- **EYLF Outcomes:** 1 - Children have a strong sense of identity, 2 - Children are connected with and contribute to their world, 3 – Children have a strong sense of self, 4 - Children are confident and involved learners.

Next newsletter we will talk about... What we can do to promote the development of children's life skills?

Putting Children First NCAC-Issue Thirty Two- December 2009

MAY 2010

Safety Audit & Risk Management

- ☐ Check Smoke Detectors
- ☐ Outdoor play equipment
- ☐ animals
- ☐ general safety check



EZYVEGIES – Great activity to involve children in learning to nurture and care for things and what food comes from.

- Complete vegetable gardening system for early childhood learning
- Comes with weekly step-by-step instructions on what vegetables to grow and how to grow them

Check it out at www.ezyvegies.com



Development of Communication from Birth to Five Years

Tyquin Group: Speech Pathology and Reading Clinic

12 Months of Age

Total number of words used: 10

Length of sentences:

- average one word

Purpose of communication:

- To have their needs met
- To get others to do things for them
- To play and socialise
- To express their feelings

Understands:

- Own name
- By looking at the person talking
- Tone of voice
- "Don't touch"
- Routines with familiar objects e.g. Bib = meal time

2 Years of Age

Total number of words used: 200

Length of sentences:

- Average two words
- Some three words

Purpose of Communication:

- To learn about new things
- To create their own world; to imagine
- To tell new information; to labels

Understands:

- Follows simple instructions e.g. "put that down"
- Names of familiar objects and people
- Body parts e.g. tummy, nose
- Simple questions e.g. "where's your shoe?"

3 Years of Age

• **Total number of words used:** 500

• **Length of sentences:**

- average 3 to 5 words

• **Purpose of Communication:**

- To ask thousands of questions
- To learn about their world and talk about what they have learned
- To tell long and involved stories

• **Understands:**

- Words such as hungry, thirsty, sleepy
- Simple 2 step commands e.g. "put the cup in the sink", "get daddy a towel"
- Some location words such as 'on', 'in', 'off', 'out of'
- Some quantity words such as 'one', 'some', 'all', 'rest'

4 Years of Age

Total number of words used: 2000

Length of sentences:

- average 4 to 6 words

Purpose of Communication:

- To interact with others outside the home...in playground, at the shop, in the street
- To express their new ideas and their recent experiences
- To follow social rules
- To express their developing personality

Understands:

- Complex sentences e.g. "when he was away he had a good time", "He wanted to come back he was sick"
- Beginning to learn from listening e.g. "Stay away it's dangerous"
- Learning to sing new songs and longer nursery rhymes
- Follows more complex directions e.g. "Find your teddy and put it to bed"



5 Years of Age

▪ Total number of words used: 1000's

- Uses abstract words like 'pain', 'time', 'heat'

▪ Length of sentences: average 3 to 5 words

- Adult-like with minimum errors
- Joining sentences 'but', 'then', 'when', 'because', 'so' and 'while'

▪ Purpose of Communication:

- To learn about language: "Mummy what does 'embarrassed' mean?"
- To play with language: "You're a delly, belly, jelly man"
- To tell jokes - "bad" ones
- To reason with you and argue

▪ Understands:

- Long instructions - up to 3-4 parts
- 'why' questions - responds with a reason
- Time ideas - morning, afternoon, day, night
- More specific describing words - curly, tall, light



There are many reasons why children may require some assistance with their language development, and sometimes it may only take one visit to the speech therapist to ensure your child's language and speech is developing in their own individual way. It may just be a passing phase and with a few minutes a day implementing and practising different strategies can improve your child's language and speech. Early detection of language or speech delays will support and ensure a child is confident with their language development and be ready for Prep school.

If you have any questions regarding your child's language development please share this with your Care Provider or contact Kids at Home and we can assist you with any questions you have and provide you with information or contact details for your local child health clinic, speech therapist or visit your Dr to discuss your concerns and request a referral to a speech therapist.



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The following notice is from the Australian Government, in partnership with state and territory governments, advising that they will be conducting a National Early Childhood Education and Care Workforce Census of all child care services and preschool/kindergartens from 31 May-30 July 2010.



Australian Government

Department of Education, Employment and Workplace Relations

NOTICE

2010 National Early Childhood Education and Care Workforce Census

The Department of Education, Employment and Workplace Relations will be conducting the National Early Childhood Education and Care Workforce Census (National Workforce Census) from 31 May–30 July 2010.

The department wishes to inform staff, the Management Committee and families and carers of children attending this service that information about the early learning and care workforce will be collected.

To ensure privacy, all personal information about individuals, and services collected in the National Workforce Census will be treated as confidential, and will not be released in a way that enables individuals or services to be identified.

The National Workforce Census will collect the following information from child care services:

- details on children with additional needs
- access to preschool programs
- staff demographics
- staff employment details
- staff employment experience
- staff educational qualifications
- staff capacity
- employment experience/career aspirations
- job motivations.

For more information on the National Workforce Census, speak to your Service Director or Coordinator, call the National Workforce Census hotline on 1800 639 098, email <nwc@srcentre.com.au> or visit deewr.gov.au/earlychildhood.

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