



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 4 March 2010



Nina and I would like to wish everyone a happy and safe Easter weekend and holiday period.

We have been attending quite a few different meetings and information sessions over the past few weeks that have been to discuss the many exciting things happening in the Early Childhood sector. These include EYLF, National Standards, Blue Card changes and what areas the OECEC will be concentrating on when visiting Care Providers and Children's Services.

From information we have gathered from these meetings and discussions and with extra research, Nina and I have been busy collating the information and are in the process of developing new training packages for the process of introducing and implementing the elements of EYLF, National Standards and developing our own Child Protection training material. This is an ongoing process and we will continue collating all the new information and will keep you up to date with the process.

Regards,



Did you know ?
That 90% of women on entering a department store immediately turn right !!!!

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www.kidsathome.net.au

T : 07 3040 0430
F : 07 3036 6194
E : info@kidsathome.net.au

Book Corner

Dave is Brave by Amanda Gray

This is a book about children building resilience and developing friendships through story telling. The book also has resources such as games, songs, parent and teacher guidelines and activity plans. The focus of the book and its resources are to assist in how to address bullying with children with the resources aimed at activities that are linked to the story to include children of all ages and stages. Have a look at the website for more ideas and articles on bullying and how you can purchase the teaching and learning resources.

www.learn2bebuddies.com.au/pages/estore.html



ATO Small Business Support

The Australian Taxation Office (ATO) has developed a small business support program to assist small businesses with their tax affairs.

Please go to www.ato.gov.au/businesses/ to access the Small Business Support section of the ATO website for further information.

Diary Dates

Earth Day

30th March 2010

School Term Ends

1st April 2010

Good Friday – PUBLIC HOLIDAY

2nd April 210

Easter Monday - PUBLIC HOLIDAY

5th April 2010

School Resumes

12th April 2010

Anzac Day - PUBLIC HOLLIDAY

26th April 2010 -



The NEW Child Car Restraint Laws came into force on the 11th March 2010



National Childcare Accreditation Council



The National Quality Standards

From 1st of July 2010 to 1st of January 2012, Kids at Home will begin to slowly transition into the new National Quality Framework, along with all other approved children's services across Australia.

NCAC - 6 Quality Areas

- Quality Area 1 – Interactions
- Quality Area 2 – Physical Environments
- Quality Area 3 – Children's Experiences, learning & Development
- Quality Area 4 – Health, Hygiene, Nutrition, safety & Wellbeing
- Quality Area 5 – Carers and Coordination Unit Staff
- Quality Area 6 – Management and Administration



National Quality Standards NQS - 7 Quality Areas

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements, including staff-to-child ratios and qualifications
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management



As of next month the Coordination Unit in conjunction with Care Providers and families will begin to start the process of reviewing all the Schemes Policies and Procedures to ensure they fit into the new National Quality Standards. We will continue to provide information over the next 12 months.



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Early Childhood Agenda

What is the Early Childhood Agenda ?

- Investing in the development and care of children makes good social and economic sense.
- The early years are critically important for children, and learning is most effective when it begins at a young age and continues to adulthood. Helping young Australians realise their potential is ultimately an investment in Australia's future and needs to start early.
- The first five years of a child's life are when they do their most important learning. In fact, children develop most of their intellect, personality and skills by the age of five. Providing access to high quality affordable early education programs is one of the best ways to ensure positive outcomes for children, particularly disadvantaged children.
- The Australian Government recognises the critical importance of the early years and is working to create a world class system of integrated early childhood learning and care. The Government's early childhood reform agenda includes
 - [National Early Childhood Development Strategy](#)
 - [National Quality Framework for Early Childhood Education and Care](#)
 - [The Early Years Learning Framework](#)
 - [Universal Access to Early Childhood Education](#)
 - [The Home Interaction Program for Parents and Youngsters](#)
 - [The National Early Years Workforce Strategy](#)
 - [The Australian Early Development Index](#)



For more information on the Early Childhood Agenda and changes that will be occurring in the Early Childhood Sector over the next few years go to:
www.deewr.gov.au/EarlyChildhood and www.mychild.gov.au where you will find variety of information about child care and further information on the above topics

Life skills for Children Continued from the December Edition of Kids at Home Newsletter...

Preschool age Children: Children aged from three to five years are beginning to develop more complex and sophisticated relationships with others, and their play often centres on organised games involving rules and structure, children in this age range are developing the skills to work and play cooperatively and share and take turns. They are also gaining the ability to empathise with others and are beginning to understand concepts such as respect, fairness and equality. Preschool aged children are also beginning to apply the skills and knowledge they have already developed to approach new experiences, to predict outcome and to solve fresh problems.

Preschoolers are refining their self-help skills and are able to undertake a range of self care tasks, as well as to help peers and adults with many everyday routines and activities. As they move closer to school age, they may begin to take greater responsibility for themselves and their possessions, which are important school readiness skills.

Next newsletter we will continue life skills for children with school age children.....

Putting Children First NCAC-Issue Thirty Two- December 2009



Easter School Holiday Ideas

Movies

- Alice in Wonderland (PG)
- Alvin & the Chipmunks: The Squeakquel (G)
- 3D Toy Story 1 & 2 (G)
- First Snow (G)

Zoos

- Lone Pine Koala Sanctuary
- Alma Park Zoo
- Underwater World

Parks

- New Farm Park (New farm)
- Anzac Park (Toowong)
- Southbank Parklands (Southbank)
- Roma Street Parklands (City)
- Colmslie Beach Reserve (Murarrie)
- Wynnum Wading Pool & Playgrounds (Wynnum)
- Mount Coo-tha Botanic Gardens (Toowong)



Pools – family friendly

- Newmarket Pool
- Chandler Aquatic Centre
- Yeronga Pool
- Chermside Aquatic Centre
- South Bank & Aquativity
- Settlement Cove Lagoon (Redcliffe)

Theme Parks

- Dreamworld (Illuminate “Magical Underwater World of SpongeBob Squarepants” 5588 1111 / www.dreamworld.com.au)
- Seaworld
- Wet'n'Wild
- Movie World

Rail Museum Workshops

- Toyland Express 27th March – 18th April
3842 5100
www.theworkshops.qm.qld.gov.au
North Ipswich



Kids at Home Office Hours

8am – 4pm Monday – Friday

Every second Friday the Kids at Home office will be Closed from 1pm starting on the 9th April, then 23rd April, 7th May, 21st May 4th June, 18th June etc.

Please leave a message on our phone and we will get back to you on the Monday. For emergency's call the emergency phone or '000'

March

Safety Audit & Risk Management

- ☐ Outside / Water Hazards
- ☐ Veranda / Balcony
- ☐ Check Smoke Detectors



Finger Plays and Verses to Share

Five little Rabbits

(Show five fingers)

Went out to run

(Make running motion with fingers of one hand)

Up hill and down hill

(Point up, then point down with one finger)

Oh such fun!

(Motion hands outward)

Jump, jump, jump, jump

(Jump four times)

See how they run

(Make running motion with body)

Up hill and down hill

(Point up, then point down with one finger)

Oh such fun!

(Motion both hands outward)



Baby Bunny

Baby bunny dressed in blue

(Hold up two fingers like bunny ears)

Met another, then there were two

(Hold up two fingers on both hands)

Bouncy bunnies to the left

Move fingers to left

Bouncy bunnies to the right

(Move fingers to the right)

Bouncy bunnies get in bed

(Put head on hands like sleeping)

Off to bed you sleepy heads

(Pretend to sleep)

Developmental areas covered

Fine motor

Cognitive

Social

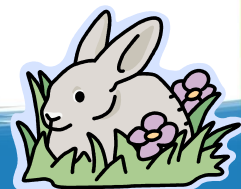
Language



Areas of EYLF and National Standards covered

EYLF Outcome 1 & 4 – Children have a strong sense of Identity & Children are confident & involved learners

QS 1 & 5 Relationships with children & Educational program and practice





Biting in Child Care



It can be very distressing as a parent to receive a report from your child care service that your child has been bitten or has bitten another child. If your child has been bitten, you may worry about child's welfare or feel angry toward the child who has bitten and/or the service. If your child has bitten another child you may feel guilt and embarrassment. However, there are many things that child care professionals can do to support and help children and families when biting occurs.

Why do children sometimes bite?

- Teething may increase the urge to bite as applying pressure on the gums can be comforting
- Babies often use their mouth for exploration which can turn into a bite
- Some toddlers lack self control and bite simply because there is someone close by
- Some young children may bite to get attention
- Some children deal with excitement and excess energy by biting
- Children can bite due to frustration, especially when they are too young to communicate well using words

How do child care professionals support children who bite others?

They will use a range of strategies to manage biting incidents and to offer support to both children and families. These include:

- Communicating to children that biting is never acceptable and that it hurts others
- Ensuring that the attention given to the child who has bitten is not interpreted as a reward by the child
- Acknowledging that children who bite are not naughty or abnormal and will often need adult help and support
- Supporting a child when they are going through a 'biting phase' by being watchful and supportive of the child, as this could prevent the behaviour before it occurs
- Work with families and other professionals where necessary to develop specific behaviour management strategies
- Acknowledging and showing approval of children's positive behaviours

What can child care professionals do to minimise biting incidents?

- When teething could be a possible cause of biting, child care professionals should make sure babies have access to teething aids
- Making sure that there are moments of peace and quiet, without too much stimulation, to avoid over stimulating children
- Be ready to step in to assist young children to resolve disputes effectively if it appears that the conflict may escalate into a physical one
- Consider the specific patterns associated with recurring biting incidents to identify possible causes in the program or environment. For example, frustration, crowding, boredom or inadequate supervision may be causing children to engage in biting behaviour
- Ensure that there are adequate resources to minimise disputes and promotes sharing and turn taking
- Work supportively with families when their children are going through a biting phase, and use information from families to develop anti-biting strategies
- Use positive behaviour guidance strategies to help children to learn that biting others is not acceptable

NCAC National Childcare Accreditation Council

