



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 14 MARCH-April 2011



Did someone say it was Autumn?
Well it sure doesn't feel like it is getting
any cooler... not today anyway.

Well I say come on winter !!

Happy Easter Everyone



Last week, the Australian Parliament passed the legislation to make it possible for more frequent payment of CCR (Child Care Rebate). Families will have the option of receiving their CCR payment every week or fortnight, in line with the attendance reports that services such as ours submit to the CCMS. If parents prefer, they can still have a quarterly or annual payment of CCR. As a parent you will be receiving a letter over the next couple of weeks advising you of your options in receiving CCR.

The new delivery options will start from 4 July 2011, being the start of the first week of care for the 2011-12 financial year.



Child Care Rebate

Helping families with the cost of child care

Regards,

Did you know ?

There are more chickens than people
in the world...



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Book Corner

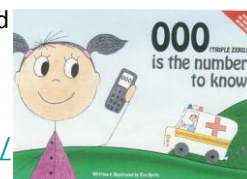
000 (Triple Zero) is the Number to Know – Written & Illustrated by Ros Hardy

Teach children how to successfully understand and action the steps necessary to phone 000 emergency service.

Targeted at young children from the age of 4 to 8 years, this book is simple, fun and easy to read. It has illustrations that small children can relate to, and contains 10 pages containing 6-8 lines of rhyme. Once the book is read, the children will have listened to a story which demonstrates how to deal with an emergency.

RRP: \$7.99 plus postage (\$1.20 for 1 copy; \$2.50 for 2-10 copies and \$5 for 10-20 copies)

Purchase options are available at <http://bigvisionsdownunder.squarespace.com/purchase/>



Aussie Easter

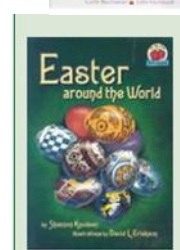
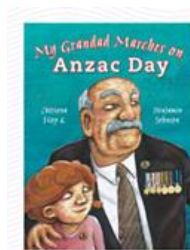
There are so many truly Aussie Easter activities, from going on holiday with the family to giving and receiving Easter eggs to hot cross buns and Easter hat parades! This book is a celebration of the Australian Easter experience with songs for all the family to enjoy.

Easter around the World

Introduces the holiday and describes how Christians celebrate in Mexico, Ethiopia, Sweden, Russia, the Philippines, Colombia, and Germany.

My Granddad marches on Anzac Day

This is a simple, moving look at Anzac Day through the eyes of a little girl. It explains what happens on the day and its significance in terms that a young child can understand. A gentle story about families and the importance of sharing memories and remembering.



If I were the Easter Bunny

A little rabbit dreams of being the Easter Bunny; hiding lots and lots of Easter eggs all over the meadow, having tea parties, making Easter bonnets and leading the way in the Easter Parade.



March

Safety Audit & Risk Management

- ☐ Outside Water Hazards
- ☐ Veranda / Balcony
- ☐ Check smoke detectors



April

Safety Audit & Risk Management

- ☐ Outdoor-Play Equipment
- ☐ Animals
- ☐ General
- ☐ Check smoke detectors, change battery (1st April)



Diary Dates for April 2011

School Ends Term 1:

15th April (Friday)

School Resumes Term 2:

27th April (Wednesday)

World Autism Awareness Day

3rd April

World Health Day

7th April

Good Friday (Public Holiday)

22nd April

Easter Sunday

24th April

Easter Monday (Public Holiday)

25th April

Anzac Day (Public Holiday)

26th April

International Guide Dog Day

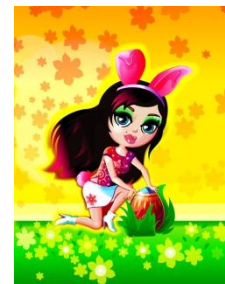
27th April





Some Easter Activity Ideas

Easter egg hunt
Easter bonnet parade
Egg decorating
Egg dying
Egg painting
Enjoying some hot cross buns
Easter cards
Easter collage



How to Nurture Kids' Heart and Souls

- Be as real and honest as possible
- Be there – be present
- Teach them to laugh and cry openly
- Celebrate life's special moments
- Make music and singing a special part of their lives
- Encourage and help them build friendships
- Be a storyteller and tell stories that teach gently
- Create family or classroom magic moments
- Model a positive lifestyle as often as possible
- Take your kids into nature often
- Practice random acts of kindness
- Laugh easily and often
- Have a generous heart
- Respect people of all ages
- Show your love through touch as well as words
- Smile with your eyes and your heart
- Sow a seed of hope in your children's souls
- Believe in dreams

CCSA Connections Feb 2011



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Educators Corner

Kids at Home would like to welcome **Amanda** – Regents Park and **Tabitha** – Marsden to the Kids at Home team. Kids at home Educators have been busy with getting married, having babies and falling pregnant. We would like to say congratulations to Jodie and Stephen who are expecting their first baby, Tina and Grieg who have just been blessed with baby number 3 and Hawa and Amaal who have just recently married. Congratulations to all of you.



Why should children go outdoors?

1. **A sense of freedom** – Children need a sense of autonomy if they are to develop a belief in themselves
2. **Experiencing the weather** – Young children have a natural connectedness to nature: their joy of standing in a puddle or watching a worm move is central to their understanding of who they are in the world
3. **Sensorial learning that changes with the seasons** – The sensory aspects of natural environments provide unique opportunities for learning outdoors. The sensorial experience of nature ensures that we feel the wind, smell the grass, hear the bird song, see the colours change and sometimes eat the carrots that we have grown
4. **Learning through movement** – The physical mastery of the body is important for the reinforcement of the neural pathways in the brain that are connected to all aspects of learning.
5. **Developing a positive attitude towards the world we live in: citizenship** – Involving children in the design, creation and care of the outdoor environment is an excellent and meaningful way of developing the skills and knowledge required to become caring and responsible citizens
6. **Experiencing biodiversity** – The earth is a wonderful place full of a variety of life. If children are going to look after the world they live in they first needed to be aware of it, to come to admire it and ultimately to care for it.
7. **Becoming environmentally aware** – Children can work in a contextual way to develop environmental awareness in a positive way.
8. **Enjoyment** – Being outside offers all children a great sense of joy.



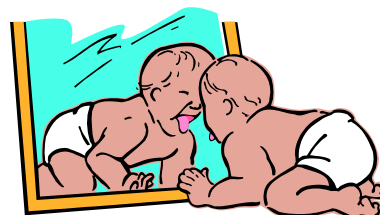
P5 -P8 from *The Potential of a Puddle* by Claire Warden

The importance of movement from birth to one year

From the time they are born, babies learn by interacting in a variety of ways. In particular, learning comes from how they relate to their physical, social and cultural surroundings.

Giving babies daily chances to move freely helps to:

- Keep their bodies and minds active
- Develop their senses, often through natural curiosity
- Develop good posture, strength and balance
- Make them feel loved, happy and safe
- Develop language and communication skills
- Teach them about their body and the world around them
- Encourage interactions with others



For babies who haven't started walking yet, being physically active means having daily opportunities to move around on their stomach or back in a variety of free spaces, without being constrained by wraps or clothing. It also includes practising movements such as reaching, grasping, pulling, pushing and playing with other people, objects and toys.

Babies both enjoy and thrive on interacting with people, so it is important to make time to spend with babies, including time playing talking and singing with them.

P58 GET UP & GROW: *Healthy Eating and Physical Activity for Early Childhood*





Free Parenting Workshop with the Author of *PERFECT PARENTS PERFECT CHILDREN*, Dr Bob Jacobs. Kids at Home have distributed a copy of this book to all our Educators to be available as a resource for parents to read. This is an easy to read, thought provoking book. Please ask your Educator for a copy if you are interested in reading this great book and join Dr Bob Jacobs on the 2nd of April.

Date: 2nd April

Time: 11 am

Place: East Brisbane Community Centre; 538 Vulture Street, East Brisbane

Circle of Security for Parents

Understanding attachment and children

Date: 14 February – 4 April,

Time: 10:00am – 12:30pm

Place: Kyabra Community Association, Kyabra Street, Runcorn

Phone: Trish 3373 9435 or Jean 3373 9499

Parent Note

If you have changed address, phone number or contacts please advise the office so we can update our records.



Resilience and the Early Years Learning Framework

Building our practice with children from the Early years Learning Framework (EYLF) contributes to 'I am, I can, I have' because 'fundamental to the framework is a view of children's lives as characterised by *belonging, being and becoming*' (EYLF, p.14).

I have –

EYLF Outcome 2:

Children are connected with and contribute to their world (EYLF, p.26).

Children learn in 'secure, respectful and reciprocal relationships'. (EYLF, Principles, p.12)

Children need to feel:

- ☐ People they can trust to turn to, no matter what
- ☐ People who set limits for them to keep them safe and help them learn

Continued from KAH January/February Newsletter
By Pam Linke and Judy Radich

- ☐ People who show them how to do things they need to know
- ☐ People who give them opportunities and encouragement to do things on their own
- ☐ friends who give them support and practice at relationships

Relationships are the most powerful tool that educators have to assist young children in their quest for Belonging, Being and Becoming.

The quality of attachment between children and their educators is significantly related to children's social, behavioural and educational competence, and more so when children are disadvantaged (Luther 2009, p.30).

P16-17 Children's resilience – Working with the Early Years Learning Framework (Early Childhood Australia)



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Emotional Resilience



What is resilience?

Resilience means being able to adapt to life's misfortune's and setbacks. It is the ability to bounce back in stressful times or in the face of adversity. Resilience means even though encounter stress, adversity, trauma or tragedy you keep functioning both physically mentally. It is important to note that resilience involves thoughts and feelings. It is not about 'grinning and baring it'. It doesn't mean being stoic or going through things alone or not acknowledging that things have upset you. Resilience is more about how we cope with situations and the ability to remain generally optimistic.

Emotional resilience in Children

To equip children with the confidence and skills to be capable and independent decision makers, with the ability and self worth to BOUNCE BACK IN STRESSFUL TIMES.

Why do we need to arm children with resilience?

To ensure social and emotional health and wellbeing. In today's society children face a plethora of stressful problems, including family and relationship conflict and breakdown, academic and social pressures, peer group pressure including bullying through many means with todays technology.

Some Facts

- The majority of children will feel pressure at some stage in their life and it is important to provide children with the effective coping skills needed to bounce back in those situations (Barrett 2007).
- Anxiety is the number one childhood disorder in Australia (Sonderreger 2007).
- 10% of school-age children have no friends, they also have problems relating to peers and complying with teacher and parent requests (Spence 1995).
- Children and young people are experiencing greater rates of depression with each generation Goldstein 2007).
- Equipping children with the skills to cope when they are young, continues to be effective well into their lives (Barrett 2007).

Statements which promote Resiliency

- I consciously use interactions, environment and other approaches to enhance the self-worth/self esteem of children
- I give children opportunities to be responsible for their own learning and for helping others to learn
- I model good decision making, how to say no, how to problem solve, how to negotiate, conflict in healthy ways, how to communicate effectively, and many other life skills
- I genuinely care about, understand and value each child in their own right
- I ensure each child knows they are an important part of our group
- I encourage and model random acts of kindness
- I value the contributions/input of families in family day care
- I encourage random acts of kindness
- I give children opportunities to use decision making, problem solving and other skills.
- I value and *really* listen to children's opinion's comments and ideas, acting on the often.
- I encourage children to see mistake or adversity as an opportunity to learn from
- I encourage self help skills and independence
- I encourage and model empathy for others
- I encourage friendships between children
- I emphasise the positives each day
- I cater for children's individuality
- Rules and expectations have been co-constructed and are consistent and clear
- I encourage children to see the positive or more helpful side of situations
- I embrace each family and communicate with them daily (smiling, eye contact, verbal, written)



The benefits of resilience

Being optimistic allows our awareness to expand – we literally see more; develop closer connections with others; more satisfied with life. Even mild positive emotions impact on a person's growth and outlook over time . Negative emotions are normal and healthy. A prescription which balances out these polar emotions are 3 positives to every negative (Barbara Fredrickson 2005).

