



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 6 May 2010



Another month has passed by so quickly and the cooler months are upon us. Now is the time when all the sniffles and coughs start, which isn't a very pleasant time for anyone. If your child is unwell, it is best to keep them at home in the comfort of their familiar environment and own bed, with mum or dad to be there for some TLC during this time of feeling miserable. By keeping children at home during this period of time, reduces other children in care and the Care Provider from becoming ill as well.



In the March issue of our newsletter we introduced the Council of the Australian Governments (COAG) Early Childhood Agenda which encompasses new National Quality Standards and EYLF-the Early Years Learning Framework.

Legislation that has changed (National Quality Standards) and became effective from the beginning of 2010 involves qualifications and the ratios of adults:children in care. This does not affect Family Day Care in QLD as we already have 1:4 ratio with under school age children. In the area of qualifications - All Care Providers are required to have or have started a minimum of Certificate III by 2014.

We will keep you informed of any further changes to legislation as they occur and in this issue of our newsletter we will introduce you to the EYLF which all services and Care Providers will need to be incorporating in their daily practice and have until 2012 to be implementing.

Regards,



Did you know ?

If Barbie were life-size, her measurements would be 39-23-33 and she would stand seven feet, two inches tall.

In this Issue

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www.kidsathome.net.au

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

Book Corner

Parenting from the Inside Out Daniel J Siegel

Drawing from new insights in neuroscience and attachment research Daniel Siegel and Mary Hartzell have collaborated to explain how our childhood experiences can influence the way we parent our children and our relationships with them. This title could be of interest to parents and those who are working with children and their families.

What's Dead Mean? Doris Zagdanski

In an era filled with change, grief and trauma a revolutionary new approach for children emerges. "What's Dead Mean?" is a true activity book specially written to help children cope with death. The resource evolved from a mothers own experience of managing how to tell her own child that her sibling had died.

Alphabet of the Human Heart Mathew Johnstone

The alphabet of the Human Heart is Mathew Johnstone's fourth book and the author of, I Had a Black Dog and Living with a Black Dog which have been international best sellers. Illustrations and words combine to take you on a journey through the ups and downs of life and articulates our hopes, fears, strengths and weaknesses that we all share from time to time.



Diary Dates

Under 8's

8-14 JUNE

Mabo Day -Torres Strait Island

3rd June

Queens Birthday – PUBLIC HOLIDAY

14th June

Term 2 ends

25th June

Term 3 resumes

2th July



MAY

Safety Audit & Risk Management

- ☐ Emergency Evacuation Procedure
- ☐ Hazards/other Issues
- ☐ Ventilation Light & Heating
- ☐ Sleeping/Bedrooms
- ☐ Check Smoke Detectors



Please ensure that you have completed each months audit and have it documented and signed off. Nina and Sharyn will give a each Care Provider a surprise treat if they contact us after receiving the newsletter and answer a question.

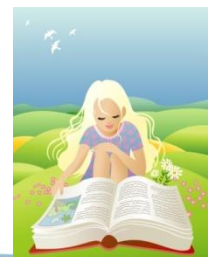
Under 8's – Out of the Box

QPAC'S Festival for Children 8 Years and Under from the 8th – 14th June 2010 with the venue being Cultural Central South Bank . This festival has been operating for 10 years and is a wonderful event that supports children's development by creating and presenting high quality arts and cultural programs.

A diverse array of activities and events will take place across seven days at QPAC, QLD Museum, State Library of QLD, QLD Art Gallery and Gallery of Modern Art. The festival will include a diverse array of learning opportunities through activities and events such as Pirates, Lemony Snicket's - The composer is dead, Mr McGee and the Biting Flea, On Air, Grug, Sand Song, More Fun than a Wii, Amococo, and more. Check out their website for more information on the events being held, the times and the venues.



www.outoftheboxfestival.com.au



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Parent Memo



Late fees and respecting Care Providers family life and their working hours

- We know that life is hard to juggle at times and running late can be a result of this.
- Care Providers not only care for your children, they also have their own family and personal commitments to attend to as well.
- As a consideration to your Care Provider, at all times be on time when delivering and collecting your child/ren to and from Care.
- If you are, or know you will be running late to collect your child please contact your Care provider as a courtesy to inform them of this.
- Your Care Provider may charge a late fee if you are 15 minutes or more late in picking up your child from care. This fee is not covered by CCB and the extra time will also be added on to your booked care for that day.
- If being late in dropping off and picking up is a regular occurrence it may be time to increase or change your booked hours to suit your requirements.

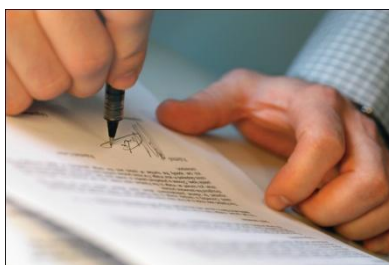
Family Day Care is a Smoke Free Environment

- Please be mindful that Family Day Care is a smoke free environment. When arriving or collecting children to/from care that cigarettes are to be extinguished and disposed of in a thoughtful manner outside of the Family Day Care premises (the boundary of the FDC home and yard) and when participating in any Family Day Care activities not to smoke within reach or view of children in care (refer to Smoking, Alcohol and Drugs Policy 4.28).



To sign Attendance Records on arrival and pick up EVERY DAY!!

- It has come to our attention that parents are forgetting to sign their child/ren in and out of care every day. This puts extra workload on both the Care Provider and Kids at Home to continually be following up signatures and keep these records up to date for legislative purposes.
- Signing of Attendance Records is a legal requirement and is associated with receiving CCB and being eligible to receive CCR and for insurance purposes.
- Some parents have found the routine of going straight to the Attendance Records every morning and afternoon before completing any tasks or starting conversations with children or Care Providers during this time. This process will ensure that the Attendance Records are being signed in the manner they are required to be and meeting legislation.



Why has the Early Years Learning Framework been introduced?

The EYLF is one of the key components of the Australian Government's National Quality Framework for the early childhood education and care sector and was endorsed by the Council of Australian Governments (COAG) in July 2009. It provides a national curriculum framework which will help to ensure quality and consistency in learning opportunities for children no matter where they live in Australia or the type of child care service they attend.

The framework recognises the importance of play-based learning and it is designed to inspire conversations, improve communications and provide a common language about young children's learning. It is also intended to engage child care professional in reflection, inquiry and culturally competent practice



Life skills for children continued.....

What can we do to promote the development of children's life skills?

There are a number of specific areas in which child care professional can support aspects of children's life skill development. It is important to note that, as with all areas of children's development. Strategies and experiences should be tailored to the skills, abilities and interests of the individual child.

The areas which are fundamental in facilitating the development of sound life skills are outlined below.

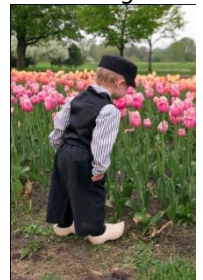
Self-esteem: having positive self-esteem leads children to feeling good about themselves and the world, and to confidently face new experiences and challenges, we can foster children's self-esteem by:

- Interacting with them in a friendly and warm way
- Having regular conversations with them that demonstrate understanding, respect and linking for the child
- Listening and responding to them with genuine interest
- Acknowledging their achievements and positive behaviour
- Helping them too interact respectfully with each other
- Guiding their behaviour positively
- Ensuring they are equally included in everyday conversations and experiences

➤ **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:** **QA1**-Educational program and practice, **QA3**- physical environment & **QA5**- 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... Children's Social Skills

Putting Children First NCAC-Issue Thirty Two- December 2009



The Early Years Learning Framework – EYLF

The EYLF has a big vision: *“to extend and enrich children's learning from birth to five years”* so that *“all children have the best start in life to create a better future for themselves and for the nation”*.

The EYLF sees relationships as the basis for learning relationships with family (the child's first and most important teachers), community, culture and land, are all important for learning. Children are active learners too. When they play and wonder, explore the world and come up with new ideas they are actively learning this is why the EYLF talks about children's lives as characterised **by belonging, being and becoming**.

Belonging

Belonging is important for children. Its about know who you belong with and where.

Being

Being is about the joy of children being children. Its about valuing their interests, their play and their relationships right now, not just in terms of their future development.

Becoming

Children are always becoming, Early Childhood is a time of change: bodies grow, brains develop, friendships form, new experiences are all a part and affects how and who children become.

Weaving Principles and Practice to Produce Outcomes

The EYLF has; three **elements; Principles, Practice and Outcomes**. They help us *think* about our work with children, to *plan* our programs for children and *guide* how we work with children families and communities.

Principles are about beliefs and values, the things we believe our ideas and attitudes are important because what we believe affects what we do. The EYLF gives us principles to guide us in our work, they talk about how children need to have strong positive relationships with Carers, about respecting and working with families and cultures and giving all children a chance to do well. We need to keep learning, thinking and talking to each other about what works and what we can do better for children to succeed.

Practice is how we put our Principles into action. It is about how we work with children, families and communities . The EYLF talks about our repertoire of pedagogical practices. This is another way of saying that we all have a teaching toolkit, our skills and knowledge, that we use to help children learn, some of the important Practices in the EYLF include; understanding, valuing and working with children's interests, their skills and their culture. These practices help children to want to learn because they feel strong and able to do so.

The EYLF Outcomes in Action

The **Vision** we have for children is a tool which guides all our work. The **Learning Outcomes** help us understand what will happen if we put the **Vision** to work. They are the good things we want for children, like feeling strong in themselves, being good learners, and being able to share and care for each other. Each of the **five Learning Outcomes** in the **EYLF**, have extra points with more detailed outcomes. Here is a brief introduction to the **5 learning Outcomes**. For more details visit www.deewr.gov.au/Earlychildhood

The Outcomes

1. **Children have a strong sense of identity** – Strong and secure relationships with caregivers help children feel safe secure and supported. When children trust the world and feel safe to explore, they learn more about the world and themselves
2. **Children are connected with and contribute to their world** –Children need to feel connected to the world of their families and communities when they are in our services, it helps them *to develop a sense of belonging in and comfort in their environments*.
3. **Children have a strong sense of wellbeing** – Children need lots of help and encouragement to learn the skills to look after themselves. Simple things like learning about the importance of hand washing, how to do it well and at the right times, helps children take control of their own health and wellbeing
4. **Children are confident and involved learners** – Confident and involved learners get very busy with their own work, they concentrate hard and don't thing about other things.
5. **Children are effective communicators** – children communicate in lots of ways, not just with words. Babies cant talk but they are great communicators! They use their body, face and voice to communicate. Older children can use dance, music, words, art and much more to tell us what they think and feel, to plan and to play.

References: Yorganop Indigenous Professional Support Unit WA, Putting Children First Issue 33-March 2010, EYLF - DEEWR

