



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 15 May-June 2011



Well we are now in June and I somehow missed May. Welcome to winter, but not so the nasty colds, flu's and viruses that are around at the moment.

Please take precautions to ensure we do not spread our germs in care as this affects everyone, which can end up being a huge inconvenience to all. Remember good hygiene practices and its best to stay at home when sick.



I have recently completed a child restraint fitting course which enables me to check car seats and have included in this newsletter a checklist of things to be aware of when buying and fitting car seats to ensure they are safe for children.

We have also just updated the Kids at Home webpage and have also started a Kids at Home -Family Day Care facebook page so go and check them out, and send us through your comments.

Regards,

Did you know ?

On average, 12 newborns will be given to the wrong parents daily....



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Book Corner

The Old Frangipani Tree at Flying Fish Point

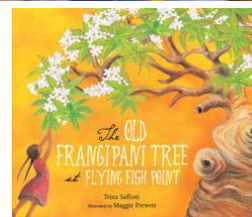
Written by Trina Saffioti, a descendant of the Gugu Yulangi people of North Queensland and illustrated by Maggie Prewett a descendant from the Ngarluma people of the Pilbara region of Western Australia.

A delightful true story set in the small Queensland town of Flying Fish Point in the 1950s. When a young girl has nothing to wear to the school's annual fancy dress carnival, she enlists the help of her family and has surprising results.

Long ago, when my Mother was a child, there was an enormous Frangipani Tree that grew in the town of Flying Fish Point. People came from all around the world to pick the beautiful flowers that adorned its twisted old branches.

One year, Mum wanted to enter the Flying Fish Point School fancy dress carnival but she had nothing to wear. Faithy-girl, you can go as an island princess. We'll make you a lei from the old Frangipani Tree.

Suitable for ages 4 - 10 with bright friendly and positive illustrations of home and school life



Discovery Play, Outdoor Play, Role Play

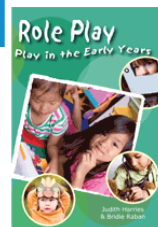
Authors Bridie Raban, Sheila Riddell-Leech

Discovery play (also known as heuristic play) involves allowing children to explore a range of natural materials to encourage them to discover at their own pace and in their own way.

Outdoor Play is full of ideas for new and exciting outdoor play, whatever the weather. All activities are linked to the EYLF, and come with advice on planning and managing outdoor play sessions.

Role play is a rich and often undervalued area of play which allows children to explore situations from their own or another person's perspective. This practical guide offers advice on setting up treasure baskets and discovery play sessions how to manage play and help children create their own props, and encourage free-flow play. This book covers every aspect of role playing, with scenarios linked to five learning outcomes in the Early Years Learning Framework.

All books link with the Early Years Learning Framework and outcomes for children and include schemas plus observation forms to assist in documenting these areas of play in your environment.



May

Safety Audit & Risk Management

- ☐ Emergency Evacuation Procedures
- ☐ Hazards / Other Issues
- ☐ Ventilation Light & heating
- ☐ Sleeping/Bedrooms
- ☐ Check smoke detectors



June

Safety Audit & Risk Management

- ☐ Kitchen area and facilities
- ☐ Indoor play areas
- ☐ Fire Protection
- ☐ Check smoke detectors



Diary Dates for May 2011

Labour Day (Public Holiday):

2nd May (Monday)

World Asthma Day

3rd May

Mothers' Day

8th May

Families Week

15th – 21st May

Food Allergy Awareness Week

16th – 22nd May

Buddha Day

17th May

Walk Safely to School Day

20th May

Biggest Morning Tea

26th May

National Sorry Day

26th May

National Reconciliation Week

27th May – 3rd June





Want to be an Assertive and Positive Parent?



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

The Child and Family Psychology Clinic at The University of Queensland, St Lucia campus, offers individually tailored programs for a range of behavioural and emotional problems in children and teenagers including:

- ☐ Tantrums, non-compliance and aggression
- ☐ Anxiety and fears
- ☐ Sleeping or mealtime problems
- ☐ ADHD and Asperger's Syndrome
- ☐ Self-esteem and depression
- ☐ Teen issues
- ☐ Social skills, bullying and friendship issues
- ☐ Triple P – Positive Parenting Programs
- ☐ Assessments for learning difficulties

For more information contact the Child and Family Psychology Clinic on **(07) 3365 7290**

E: cfpc@psy.uq.edu.au

W: www.pfsc.uq.edu.au

General Water safety fact sheets

<http://www.royallifesaving.com.au/www/html/156-fact-sheets.asp>



Home Pool Safety Checklist

http://www.homepoolsafety.com.au/SiteMedia/w3svc1184/Uploads/Documents/HomePool_A4Checklist2009.pdf



Diary Dates for June 2011

International Children's Day

1st June

World Environment Day

5th June

MABO Day

3rd June

Queens Birthday (Public Holiday)

13th June

World Blood Donor Day

14th June

School Term Ends

24th June

Red Nose Day

24th June



Do you have a pool in your backyard?

If you do, did you realise that the QLD Government have introduced new Pool Safety Laws that require you to register your pool? They have just extended the registration date until the 4th November 2011. There is a penalty of \$2000 if you do not register your pool by then. For more information go to <http://www.dip.qld.gov.au/pool-safety-register>



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Educators Corner

Kids at Home would like to welcome **Jeanette**- Tarragindi, **Meesha**- Middle Park, **Adrienne** – Milton and **Xaviera**- Norman Park who have recently registered with us and will be opening their family day care business soon. We also have a new Coordinator join our team her name is Natalie and has just moved back to Brisbane after living in Melbourne. Mandy and Glen will still be helping out when they can.

Resilience and the Early Years Learning Framework

Continued from KAH March/April Newsletter
By Pam Linke and Judy Radich

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 can –

EYLF Outcome 4:

Children are confident and involved learners. (EYLF, p.32)

Outcome 5:

Children are effective communicators. (EYLF, Principles, p.39)

Educators support children to:

- ☐ Have a go at solving their problems
- ☐ Talk to someone when they are bothered
- ☐ Manage their feelings when they are challenged or upset (or be learning to)

- ☐ Start to work out how others are feeling and predict how they might react
- ☐ Ask for help when they need it
- ☐ Ask for the resources they need
- ☐ Find things they enjoy doing and follow their interests

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)



Nutrition Australia – Parent Education

▪ **Food and Behaviour Workshop** (90min) *Limit 25 people per workshop*

Learn how eating patterns can affect children's behaviour, influence the risk of injury and lead to nutrient deficiencies that affect behaviour. Information to help you manage and support children with behavioural aspects of food sensitivities, food allergy and fussy eating. Tailored to include parents of children 0-8 years.

\$330 members

\$396 non-members

▪ **Parent Workshop** (60min) *Limit 25 people per workshop*

Practical advice for parents of infant, toddlers and young children. Including: Infant nutrition, Developing healthy eating habits, Achieving adequate nutrition with minimal fuss, Fussy eaters, Healthy Snacks & lunchboxes, Food allergy and intolerances, Food variety, How to make food activities safe and fun.

\$330 members

\$396 non-members

▪ **Tasty Treats Workshop** (90min) *Limit 25 people per workshop*

In addition to information covered in the parent workshop, this workshop includes taste tests of various healthy snacks for parents to try with their children. These treats are prepared by the Dietician /Nutritionist and additional discussion of this topic is included

\$385 members

\$451 non-members

Contact Details:

6/100 Campbell Street, Bowen Hills Q 4006 **Ph: 07 3257 4393** **Fax: 07 3257 4616**

Email: gld@naqld.org

Website: www.nutritionaustralia.org/qld



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Science Play

Play-based science activities for early learners
Australian Government



EYLF Learning Outcomes:

Outcome 4: Children are Confident and Involved Learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimenting, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials



1. Ant Farm – observing and caring for the ants educates children about living creatures within our environments, what ants need and how to take care of ants

2. Exploring various Textures – children (especially babies) learn through all their 5 senses

3. Living Things – educates caring for nature and assists children develop their concept of what is alive and isn't alive.

4. Mirrors (with safety glass/film) – reflections fascinate young children and help them develop perception skills and self-awareness. Children can also explore the emotions behind different expressions and start learning about body language



The importance of Movement for 1 to 5 year olds

Recommendation:

Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

A child's job is to move freely and be active everyday! The skills developed between one to five years of age range from learning to walk through to running and throwing a ball. Children need time to learn a range of movement skills.

Studies of children under five years of age have shown that active play helps them to:

- Improve the health of their muscles, bones and heart
- Develop new movement skills and imagination, and learn about their bodies
- Build self-confidence and cope with stressful situations
- Enjoy being active
- Improve how to interact, share, take turns and care about others

Active play opportunities should encourage children to:

- Use big muscle movements
- Practise a range of different movements
- Use their imagination
- Experience a variety of play spaces and equipment
- Feel good about what they can do
- Make up their own games and activities
- Set up their own play area
- Have fun!!!!!!

Australian Government (Dept. of Health & Ageing)
Get Up & Grow – Healthy Eating and Physical Activity For early Childhood



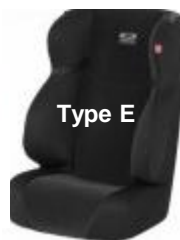
Child restraints, what matters most

for more information visit www.acri.com.au

1. Always use an Approved Child Restraint product* suitable for the child's size and weight
2. It's considered safer for children to travel rearward facing for as long as their restraint product will allow
3. Ensure there is no looseness of Seat belt, tether or harness straps on every trip
4. Check shoulder straps on every trip
5. Don't move your child out of their restraint until they have reached its size and/or weight limits

* NB: an approved Child Restraint means that it has complied with the Australian Standard AS/NZS 1754

Weight of child	Age range (Approx)	Newborn to 9kgs	Newborn to 18kgs	Newborn to 18kgs	Up to 18kgs	Up to 26kgs	Up to 26 kgs	Up to 32 kgs
Birth	Birth	Type A (Maybe up to 12kgs)	Type A/B*	Type A/B** (12 Kg RWD)	Type B	Type B/E	Type E	Type C
8Kgs	4 to 12 Months							
9kgs	6 to 11 Months							
14kgs	1-21/2 Years	9Kg RWD	Type A/B*	(12 Kg RWD)	Type B	Type B/E	Type E	Type C
18kgs	21/2 -5 Years							
26kgs	5-7 Years							
Up to 32kgs	7-12 Yrs	9Kg RWD	Type A/B*	(12 Kg RWD)	Type B	Type B/E	Type E	Type C



Type E



Type A/B



Type A/B



Type B/E



Type C

Type A restraints

Rearward facing infant restraints with integral harness to secure baby. NB: Usually limited to babies of 9kgs and 700mm length maximum. (NB: Exceptions occur: There are also products available that handle babies up to 12Kgs.)

Type A/B restraints

Convertible restraints with integral harness which accommodate newborn to 9* or 12** kgs rearward facing and can be refitted in a forward aspect for children from 8kgs to 18kgs. (*/** Check instructions)

Type B restraints

Forward facing only restraints with integral harness for children from 8 to 18kgs.

Type B/E restraints

Forward facing convertible restraints which can accommodate children from 8kgs to 18kgs using an integral harness and can be used as a booster (without integral harness use) using the vehicle's lap sash seat belt for larger children up to 26kgs. An 'Additional Harness' may be possible in some vehicles. (See Type 'C')

NB: These products must be anchored at all times. They can not be used unanchored like some other booster product. (Check handbook instructions re 'H' Harness compatibility.)

Type E restraints

'Boosters', cushion type and seat type, (i.e. with or without back) are enhancements to the restraint system of an 'H' Harness with lap seat belt or the vehicle's lap sash seat belt. These are best chosen after a child has reached a weight of 18Kgs. Boosters are legal from 4 years old and up to 26kgs. (Check label on product or packaging for some earlier products) They can provide:

- a. A better height for the 'sash' belt positioning on the child's shoulder.
- b. Some side protection for side impact situations.
- c. Side support for a sleeping or resting child.
- d. A higher vantage point for the child and therefore, possibly, more likelihood of keeping some restless children in their seat belted position.
- e. Isolation from the seat belt buckle.



Type E with H Harness

Type C Restraint

Harness system commonly referred to as a 'H' Harness which uses the seat belt ('Lap only' seat belts can be used more readily) through the lower end loops and the adjustable tether for the upper end via the usual anchorage fitting. Usable up to 26Kgs when used with a Booster seat and up to 32kgs without a booster seat. NB: There are a number of types available.



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