



**BENOWA
EARLY LEARNING**
Children's Centre of Excellence

SENIOR KINDY

3-4 Years

Information Package 2019



Your Educators are:

Miss Jessy - Certified Supervisor (Mon - Fri)
Miss Cindy - Certified Supervisor (Mon - Fri)

SENIOR KINDY WELCOMING LETTER

Hello and welcome to the Senior Kindy Room. This introductory booklet is designed to provide you with information about staff, programming, activities, philosophy, routines and other important aspects of your child's time in the Senior Kindy Room. It is with the sharing of information that a mutual understanding and respect can develop.

Your Educators

Miss Jessy – Certified Supervisor

I would like to take the opportunity to introduce myself to you all – my name is Jessy Woolston; I have lived on the gold coast for 15 years and have a long background in working with children in the long day care setting, nannying roles, dance teaching and children's party entertainment. I am currently studying my Bachelor's in Psychology (with intentions to further a career in child psychology). I am extremely passionate about children's learning through exploration and play. I encourage imagination and self-discovery while endeavoring to make their little lives ones that are filled with curiosity and excitement. I look forward to building relationships with you and your child while creating special and rich memories throughout this year.

Miss Cindy – Certified Supervisor

Hi, my name is Cindy and I have a Diploma of Children's Services. I have been working at Benowa Early Learning Centre for 12 years and in that time I have had the pleasure of working with all age groups. I love spending time with my family and have strong family values. I look forward to working with your beautiful children and watching them grow and develop over the year and help them to achieve their full potential in a fun and happy environment.

General Comments

We want your children to get the most from child care and to grow up as happy, caring and confident individuals. Our primary objective for the year is to build your child's self-confidence and self-esteem. In order for children to develop and grow they need to feel good about themselves and feel confident enough to attempt and experience new and different situations. Educational objectives can only be fulfilled when a child feels happy and secure whilst at Benowa Early Learning Centre.

We feel every child is unique and will be treated as such. Each child deserves the opportunity to fulfill their own needs and reach their full potential. We will be there to provide support and encouragement so that learning is made fun and interesting to children.

We invite diversity of culture and customs within our centre and ask for this information to be shared with your child's educators upon starting your child's journey in the Senior Kindy room in 2019. Our door is always open to come in and share your culture and beliefs with us.

We advocate on the children's behalf and keep families and the community informed on any current issues relating to childcare and child development.

Sharing Ideas and Information

Parent's participation and involvement in our Senior Kindy room is important to us. You are your child's first educator and we consider you indispensable in helping us nurture and educate your child. We view child care as a partnership and aim to foster a close rapport with both you and your child. This can occur when parents and educators communicate positively their expectations, negotiate a shared focus for learning and collaboratively plan for your child's development.

A daily report on your child's day will be completed by staff each day to note important aspects of your child's day. This can be read when you sign your child out on the tablet in the office.

Program Planning

Senior Kindy does not have a set curriculum. Educators build their programs from their knowledge, experience, children's interests and the Early Years Learning Framework. The framework is based on Belonging, Being and Becoming – principles, practice and outcome that are essential to support and enhance our children's learning.

Children achieve success in many different ways and learn about their world through hands-on experience.

The planning of the programs takes into consideration the needs of the children and parents of the Centre. It fosters attitudes and skills thought necessary and desirable in our society. It also caters for the individuality and uniqueness of each child. Planning is done on a weekly basis with provisions to change it daily to accommodate the changing

interests of our children and the extensions required to achieve a purposeful outcome. Children are able to achieve at their own pace.

The program is displayed daily on our notice board and on our website www.benowaearlylearning.com.au to be viewed at your leisure, so that you can talk to our child about the fun events that they have been involved in each day.

Online Correspondence

A daily blog is available for you which outlines the children's day and talks about key experiences and interests that are emerging.

Progress Record Books

A portfolio on your child is developed whilst at the Centre and is given the title, 'Progress Record Book'. It is the collaboration of us as education professionals, parents, and other community members offering information about your child to develop a profile about them. The documentation of your child playing in the childcare environment offers valuable insight into their interests, strengths, needs and abilities. This information is then utilised to implement activities specific to your child, which is then reflected in the weekly program. Recording information in such a manner can demonstrate how a child is progressing and allows us to set goals for them. These books are available for your perusal at any time and are referred to in parent interviews, held twice a year.

Grievances

Our goal at B.E.L.C. is to work as a team in communicating well with both staff and parents. We believe in constructive criticism. We feel that a problem shared is a problem solved.

- Parents are encouraged to speak to the Certified Supervisor/s of Senior Kindy with any concerns.
- Or you can speak to the Approved Provider, Kylie Alldridge.

Knowing Your 3-4 Year Old

- 3 YEAR OLDS want to explore. Childcare provides them with opportunities to jump, run, climb, paint, feel and read.
- 3 YEAR OLDS are starting to socialise. They learn to socialise through playing with one, two, or three children for short periods of time. The use of equipment such as the sandpit, blocks and dramatic play areas encourages group play.
- We encourage 3 YEAR OLDS to use language to communicate. We provide short periods to listen to stories, sing songs, repeat rhymes and poems, and participate in group games.

- We help 3 YEAR OLDS care for themselves. We encourage three year olds to feed themselves. Children often help by getting their own lunch boxes, putting their belongings away in their lockers, etc.
- 3 YEAR OLDS should feel confident that adult support is always available. We realise that children of this age need lots of interaction with adults that can provide the security that parents provide at home.

The Daily Routine

A daily routine is essential. It offers security and stimulates independence when children are aware of what comes next. Young children feel more secure when they can predict the sequence of events and have some control over their day. A consistent schedule helps children build trust and feelings of well-being.

A good schedule for your children offers a balance between the following type of activities and the following components:

- Active and quiet times;
- Large group activities, small group activities and time to play alone or with others;
- The opportunity for free exploration of the room environment, social interaction with peers and adults;
- Language growth in both areas of speaking and listening;
- Both large and small motor development;
- Toileting and rest times;
- Snack times.

It is important that your child arrives before 9am if possible, as this is the time that our day in Senior Kindy begins. If they arrive any later, they miss out on activities and experiences that they have a great interest in.

Signing-In and Signing-Out

Benowa Early Learning Centre uses the OASIS online attendance sign in system.

Parents/guardians must complete the childcare sign in process for each booked day of care. This process ensures the safety of children and is an auditable requirement for parents to receive Government Child Care Subsidy (CCS).

Signing in/out is available via a tablet in our front office area, babies room and kindergarten rooms. Parents/guardians with incomplete signing in or out records for any reason including absences will receive a reminder email each night. Records can be completed remotely via your smart phones or tablet or you can “catch up” pending records when you are next at the centre.

Please note: signing in and out must ONLY be performed by the authorised parent/guardian and we ask that you refrain from allowing children to touch the tablets.

Medication Forms

If your child needs medication, a Medication Form must be completed on that day, with all the relevant information (time, dosage, etc.) and signed by you the parent before any medication can be administered. These are kept on top of the lockers in the 'Medication Book', but feel free to ask staff to help you complete them if you have any concerns.

ALL medication needs to be placed by the parent in the refrigerator in the Nominated Supervisor's office and the Medication Register (located on the fridge) completed. If medication does not need to be refrigerated, then it is placed in the locked cupboards clearly labeled "Medication" in each room.

NO MEDICATION WILL BE ADMINISTERED WITHOUT A MEDICATION FORM FILLED OUT BY THE PARENT.

NO MEDICATION IS TO BE LEFT IN THE CHILDREN'S BAGS, this includes asthma puffers, etc., as it a danger to other children at the Centre.

Sick Days

If your child is away sick with a contagious illness, a Medical Clearance must be provided to staff before the child can return to the Centre. Children who are away sick with vomiting or diarrhoea must not return to the Centre until 24 hours after the illness has ceased. Your co-operation in this matter is greatly appreciated and helps to keep our Centre and children healthy.

Make Up Days (MUD's)

If you are after a specific day for a make up day, please notify the educators so we can check our diary and hopefully help you out. If there is no day available we can write you in and let you know as soon as we know.

Please remember that make up days are a privilege not a right and unfortunately we can not guarantee a make up day. **Families' fees must be up to date for make up days to be approved.** Make up days cannot be used for consecutive days e.g. two Mondays in a row. Make up days will only be given for a maximum of 20 days holiday per calendar year, priority will be given to those families whose permanent bookings fall on a public holiday.

Incident Forms

If your child has an incident or injured themselves throughout the day, an incident form will be completed. This details the events which occurred and the action taken. Parents are asked to sign these forms as a way of guaranteeing that you have been notified of the incident. A message from the educators will be added to your child's daily comments on the tablet to notify you that an incident form needs to be signed in the office. Incident forms are kept on the front desk at the office.

Special Events

Throughout the year we have numerous functions such as Mother's Day, Father's Day, Easter, Parent/Educator Interviews, Christmas Concerts, etc. These are designed for parents, children and educators to get together socially and professionally to enhance relationships and to create an understanding of each other's roles in the lives of your children. The Senior Kindy Room also participates in monthly educational shows (prices vary from \$5.50 - \$7.50). The cost of these events will automatically be surcharged to your account, unless you advise us otherwise.

Birthdays

Birthdays are important so we like to celebrate them. The centre will supply ice blocks which are 'juices' for each child on their birthday celebration. The 'juices' contain 100% natural frozen juice bar, 99% real fruit juice, no added sugar and they are made from fresh press apple juice in New Zealand.

Behaviour Management

The word 'discipline' is derived from Latin, which means "to teach". Positive techniques are used to help young children learn appropriate behavior. Based on our knowledge of child development, we no longer think of discipline as punishment for 'being bad'. Children are not expected to immediately understand or immediately and fully comply with all the rules. Rather, they are reminded and redirected. We shall provide guidance that helps the child acquire a positive self-esteem. The following rules and standards will apply to our room.

To prevent unacceptable behavior from occurring the staff will:

1. Model appropriate behavior to the children;
2. Arrange the classroom environment to enhance their learning and promote positive behaviour;
3. Use descriptive praise when appropriate behaviour is occurring. E.g. "Look how many blocks you are packing away. Let's count how many you can carry."

When unacceptable behavior is about to occur, or is occurring, we will:

1. Talk over the problems to resolve the conflict. Be at the child's level and establish eye contact. Speak clearly and directly. Tell the child what we saw, tell them what we expect them to do and what is appropriate. E.g. "When you throw sand you will have to leave the sandpit and choose something else to do, like riding a bike. Sand can go into other children's eyes and hurt them."
2. Redirect: Substituting a positive activity for a negative activity.
3. Active Listening: to determine the underlying cause of the behaviour.
4. Persistent unacceptable behaviour will be recorded, dated and initialed by the staff. Staff shall develop a program and plan to meet the child's needs in consultation with you the parents. When necessary we will contact the appropriate professional for support and guidance. All action taken will be with your consent and approval.

Remember Kindy needs to be a place where all children feel safe and secure, so we try to do everything we can to promote co-operative pro-social behaviour amongst children.

In the Senior Kindy Room we will be promoting a kind, gentle and respectful environment for both the children and educators. Over the year we will be learning that our Senior Kindy friends are people we love and people we need to be gentle with. We want to provide your children with an environment that is safe, fun and a happy place to come to. In order for us to provide this to your children, there will be Senior Kindy Room Rules which we will teach to your children during group time activities. To begin with the rules will be simple and easy for the children to follow. As the year progresses and your children develop, we will review the room rules. Our rules will be as follows:

- Walking feet inside.
- Being gentle with our friends.
- Sitting on our chairs when eating.
- Inside voices.
- At group times we sit on the mat with our legs crossed.

Saying Goodbye – Some Helpful Hints

Give yourself some extra time so that you can settle your child in. Allow time so that your child can show you things and places that interest them. An unhurried walk through the playroom or an inspection of a new piece of outdoor equipment with your child will show them that you are interested in the things that they do when you're not there. If you are in a rush, your child will feel this and may become anxious.

Develop a routine; this helps in offering your child reassurance through their ability to understand the sequence of events. Don't prolong the farewell. Say, "I'm going now; I'll be back at ___pm." Give them a kiss and a hug and then leave.

If your child is upset at separation, tell them you love them and will pick them up later and get a teacher to help you. Children build up a sense of security and trust if you come back at the time you stated. Don't sneak out and disappear. This will only increase your child's separation anxiety and consequently they will become less reluctant to let you out of their sight – even at home.

The only way to develop trust is to speak positively about the days coming events and when you arrive to take your child home, show appreciation for anything they have to show you and ask them about their day, consistently repeating the experience of positive separation and reunion.

Remember we are here to help, let us know when you are about to leave so we can be ready to help you and offer your child a little extra support when needed. Ring us throughout the day if you are concerned with how your child has settled in.

We look forward to caring for your child and hope they enjoy their experience with us. We thank you for your support and trust in allowing us the opportunity to care for your child.

Artwork

We are focused on acknowledging each child's artwork so we will be displaying these throughout the room as we progress through the year. We ask each child to bring an A3 book so we can place their art in once it is taken down off the wall. By the end of the year all your child's art work will be placed in this book to take home.

Daily Requirements

What to Bring Each Day

- A NAMED hat, this needs to remain in your child's bag, not in the lockers.
- A NAMED cot sheet (and top sheet or blanket for colder weather) for rest time. Please ensure this fits in your child's locker along with their bag. This is to be taken home every afternoon. Please do not leave your sheet bags at Kindy.
- A change of NAMED clothes (including underwear, appropriate for the weather (2 or 3 sets if toilet training)).
- A NAMED drink bottle, to go in the fridge and to be taken home each day to be cleaned and re-filled.

Please label every item (use masking tape or texta to write name). If items are misplaced, we can only return them when we know who they belong to! Thank you.

What to Bring at the Beginning of the Year

- 2 boxes of tissues
- 1 packet of either A4 or A3 coloured or white paper
- Family photo
- A container of sunscreen (to be shared)

Notice Board

The notice board has important information on it so please read the notices and keep up to date. The area near the lockers is also used for conveying important information such as up-and-coming events, health issues etc. The Senior Kindy Program will also be located on the notice board for your perusal. Policies will be displayed in a folder for your convenience. If you need a copy of any of these please do not hesitate to ask.

Email

We regularly use email to keep in touch with families. Please ensure you keep your email details current with our office and notify us of any changes to ensure you receive our regular correspondence such as Parent Newsletters, Fee statements, details of special events, room correspondence and other information relevant to your child & family.

Food Requirements

Meals at Benowa Early Learning Centre are prepared fresh on site every day by our own chef. The menu is designed by a qualified naturopath and nutritionist with the focus on providing the best, most wholesome, nutritionally balanced, home cooked meals, all made with love.

Our Kindy Kitchen philosophy includes:

- Selecting locally grown produce to reduce 'food miles'
- Using fresh, minimally processed and minimally packaged foods
- Using organic foods as a priority but not a necessity
- Incorporating sustainable protein sources such as beans, lentils, chickpeas and chicken
- Choosing sustainable seafood (www.marineconservation.org.au)
- Choosing to use no artificial anything – including colours, flavours and preservatives
- Conserving water in food preparation
- Using environmentally sustainable and safe tableware
- Raising awareness amongst children and parents of the importance of eating healthily and consciously, especially in the younger years as this is where food habits are formed for life.

Please do not send nuts or popcorn as these items can be a choking hazard and due to allergies, we ask you to refrain from sending such foods.

Drink Bottles should be named and placed in the fridge every day. They should also be taken home at the end of every day and cleaned to prevent mould growing. Water will be available to the children during the day and they will have access to the bubbler when outside.

Lost Property

All unnamed lost property will be put in the Lost Property Box located near the lockers. Please name all items to prevent this from happening.

On Arrival at Kindy

When bringing your child in each morning, please do not let them run around the room or hallways. While they are with you, encourage them to put their belongings away, make sure they are wearing a hat and apply sunscreen before bringing them outside. We would like all Senior Kindy children to be SUN SMART.

Lockers

Individual lockers are allocated to give your child a sense of belonging in Senior Kindy. However, please make sure your child's locker is completely cleared out at the end of each day and take their bedding home daily. Thank you.

Personal Toys

Please refrain from bringing your child's personal toys to kindy, as this may upset your child if they are lost or broken. Comforters for rest time are welcome.

Shoe Shelf

The Shoe Shelf is located on the Senior Kindy verandah, where children will be encouraged to place their shoes when they are taken off. This helps to prevent lost shoes.

Hats

Your child's named hat will be kept in their bag. This will enable you to wash it on a regular basis.

Head Lice

Detecting and treating head lice is the responsibility of the family. Our Centre supports families in that role in a number of ways, by:

1. Providing you with a 'Managing Head Lice at Home' information package;
2. Reducing head-to-head contact between children;
3. Recommending children tie back long hair;
4. Teaching children about head lice in class lessons ;
5. Keeping families informed and notified when there are a number of children with head lice in your child's class;
6. Providing you with information through our Centre Newsletter;
7. Helping with all enquires and concerns.

Please ask at the office for a 'Managing Head Lice at Home' information package, so we can help each other in the prevention of head lice in our Centre.

Days Away

If your child is away please ring and let us know as soon as possible as there are a lot of parents waiting for make up days.

Developmental milestones and the EYLF/NQS

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> • understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. "use language and engage in play to imagine and create roles, scripts, and ideas." (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1, 5, 6, 7</p>

Communication milestones

At 3 years children can usually...

understanding

- follow more complex two part instructions (e.g., give me the teddy and throw the ball)
- Understand simple wh-questions, such as 'what', 'where' and 'who'
- Understand the concepts of 'same' and 'different'
- sort items into groups when asked (e.g., toys vs food)
- recognise some basic colours.

speaking

- Say four to five words in a sentence
- use a variety of words for names, actions, locations and descriptions
- ask questions using 'what', 'where' and 'who'
- talk about something in the past, but may use '-ed' a lot (e.g., 'he goed there')
- have a conversation, but may not take turns or stay on topic.

Figure out what I want to say, and put it into words for me.



GUIDELINES

To promote healthy growth and development, infants, toddlers, and pre-schoolers should achieve the recommended balance of physical activity, high-quality sedentary behaviour, and sufficient sleep.

INFANTS (AGED < 1 YEAR)

For infants, a healthy 24 hours includes:

- **Physical activity:** Being physically active several times in a variety of ways, particularly through interactive floor-based play; more is better. For those not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake.
- **Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 14 to 17 hours (for those aged 0-3 months) and 12 to 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

TODDLERS (AGED 1-2 YEARS)

For toddlers, a healthy 24 hours includes:

- **Physical activity:** At least 180 minutes spent in a variety of physical activities including energetic play, spread throughout the day; more is better.
- **Sedentary Behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.

PRE-SCHOOLERS (AGED 3-5 YEARS)

For pre-schoolers, a healthy 24 hours includes:

- **Physical activity:** At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better.
- **Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times.

For greater health benefits, replace time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.

INDIVIDUAL CHILD PROFILE
SENIOR KINDY 2019

My Name is: _____ Date: _____

My parents' names are: _____ and _____

I have _____ brothers. Their names are: _____

I have _____ sisters. Their names are: _____

My family's cultural/ethnic heritage is: _____

My family's special customs or traditions are: _____

A short story about a special relative who is important in my family:

What has your child recently achieved? i.e. greets others, makes bed, etc.

1. _____
2. _____
3. _____

What would you like your child to achieve in the next 6 months?

1. _____
2. _____
3. _____

I would like to see certain behavioural characteristics followed up:

1. _____
2. _____
3. _____

What interests does your child have?

1. _____
2. _____
3. _____

What interests, talents, cultural abilities do you have that may be relevant to our program?

Special circumstances or considerations that we should know about:

Does your child have any fears. i.e. storms, water, balloons?

Does your child separate easily?

Does your child have a comforter? i.e. a blanket or special toy?

Does your child have any allergies? i.e. food colouring, milk, peanuts?

Does your child have any medical conditions? i.e. asthma, tonsillitis?

Does your child have any speech problems, hearing difficulties or behavioural problems?

Any other comments:



Senior Kindy Daily Routine 2019

Time	Routine
7.00 - 9.00 am	Outdoor Free Play
9.00 - 9.30 am	Group Time <ul style="list-style-type: none"> ▪ Roll Call ▪ Weather Chart ▪ Stories Transition to bathroom to wash hands
9.30 - 10.00 am	Morning Tea & quiet reading time
10.00 - 11.00am	Indoor self select and structured activities
11.00 - 11.30 am	Pack away and Group Time <ul style="list-style-type: none"> ▪ Stories ▪ Music & Movement ▪ Large group game/activities Transition to bathroom to wash hands
11.30 - 12 noon	Lunchtime & bathroom transition to beds
12.00 - 2.00pm	Quiet time <ul style="list-style-type: none"> ▪ Sleep and quiet activities
2.00 - 2.30 pm	Pack away sheets, transition to bathroom to wash hands & Afternoon Tea
2.30 - 3.00 pm	Group Time <ul style="list-style-type: none"> ▪ Reflection of the day ▪ Put sunscreen and hats on ▪ Stories
3.00 – 5:00pm	Outdoor free play & pack away yard
5:00 - 5.15 pm	Transition to bathroom in Pre Kindy room to wash hands and Late Snack
5.00 – 7.00pm	Free indoor play in Pre Kindy Room

It is very important for the children to arrive by 9am as this is when our day starts.

PLEASE NOTE:

This is just a general routine of how the day will run. All children will have opportunities to participate in the various activities that are supplied for each day.

Daily Checklist

- Have you communicated your needs or your child's needs to the educators of your child's room?
- Have you signed your child in for the day?
- Are your fees up to date?
- Are your family details up to date?
- Does your child have everything that he/she will need for the day?
- Have you read the notice board?
- Did you say goodbye to your child?
- Did you sign your child out for the day?
- Did you speak to your child's educators about his/her day?
- Did you check your child's portfolio this week?



Your Child's First Day

The first day at a child care centre can be quite overwhelming and daunting for some families. We are here to support the transition for your child and your family. There are so many things to think about; what to expect, how long do I stay when I drop them off, what should I pack, how should I dress them? Our friendly, experienced and caring educators are here to help you and your child settle in on your first day. We have put together a little checklist below to help you prepare for the big first day!

What to expect on the first day

First days can bring nerves and mixed emotions. It is natural to feel anxious as this is a big change for you as a family. Our Nominated Supervisor/Owner, Miss Kylie, and educators will explain the process of dropping off your child and saying goodbye throughout your orientation and first day. They may also call or email you throughout the day letting you know how your child is settling in and what activities they have participated in. At any time throughout the day if you are curious as to how your child is going, call the centre and ask to talk to the educators in the classroom and they will be able to update you every step of the way.

Before you know it your child will be showing you to the classroom and waving goodbye independently as they see their new friends and get involved in the many activities they will experience!

What to wear

We promote sun smart practices throughout Benowa Early Learning Centre. When you are dressing your child for their day consider:

- ✿ Tops and dresses that cover the shoulders and as much of the arms as possible;
- ✿ Closed toe shoes or sandals with a back so they don't slip off; and
- ✿ Clothes that have the potential to get a little messy at times even though we try and prevent it with the use of smocks!

What to bring

- ✿ Change of clothes, all clearly labelled;
- ✿ A jumper or jacket in case the weather changes, clearly labelled;
- ✿ A sun safe hat which covers your child's ears, neck and face, or our kindy hat supplied to child at enrolment, clearly labelled;
- ✿ Comfort item such as teddy, blanket, dummy (in a sealed container) or family photo;
- ✿ Bottles;
- ✿ Formula or expressed milk (if required);
- ✿ Sipper cups or water bottles;
- ✿ Any medications - this will need to be given directly to the office on arrival and placed in the Nominated Supervisor's refrigerator.

At Benowa Early Learning Centre, we are committed to offering exceeding quality of care to every child that attends our centre. We pride ourselves on providing an engaging and nurturing environment for both yourself as parents and your very precious children. We feel very privileged to join in partnership with you and establish a very stable foundation of education for your child.