



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

TODDLERS 1

15 months to 3 years

Information Package 2019



Your Educators Are:

Miss Karla – Certified Supervisor (Mon-Tues)

Miss Mona – Certified Supervisor (Wed - Fri)

Miss Chloe – Educator (Mon - Fri)

TODDLERS 1 WELCOMING LETTER

Hi and welcome to Toddlers 1. This Introductory Package is designed to provide you with information relating to the operation and functions of the room. It is our hope that this information will answer some of your questions about the year ahead. Please remember that you are always welcome to come to us with any questions or concerns at any time. We look forward to meeting and getting to know both you and your child.

Your Educators

Miss Karla – Certified Supervisor

Hi lovely families, my name is Karla. I was born in Ecuador, raised in Spain and I have been enjoying this beautiful coast for the past 3 years. I am a nurturing, creative and very active Educator who loves to play beside children in order to build up reciprocal relationships. I am very excited about working in our Toddlers 1 room. Looking forward to getting to know you all and have lots of fun with my little friends.

Miss Mona – Certified Supervisor

Hi, my name is Simona and this is my seventh year here at Benowa Early Learning Centre. I have my Certificate III in Children's Services and I completed my prac here at BELC in 2011 & 2012 during my senior school years. Over these years of work experience and paid employment I have formed a strong love for working with children and helping them grow into positive, free-thinking, happy individuals. I have been working full time as a Certified Supervisor for two years and I am also currently studying a Diploma of Early Childhood Education and Care which I hope to complete shortly. I'm looking forward to making caring and loving relationships with all of the families and children in the Toddler 1 room.

Miss Chloe – Educator

Hi Friends, my name is Chloe and I will be in the Junior Kindy room on Monday and Fridays. I am from Melbourne and grew up babysitting my cousins and family friends until I was sixteen. After this experience of looking after children I knew studying in childcare was what I wanted to do. I moved to Byron Bay and completed my Certificate III in Children's Services. Whilst studying I volunteered at my family owned community gardens in Mullumbimby which helped me gain teamwork skills. I have been here for eighteen months and I enjoy every moment. I enjoy spending time with the children especially during outdoor play and group time.

Daily Communication

The OASIS online attendance sign in system will inform you of your child's day and the going-ons each day. Using this system, educators can let you know about your child's sleep times, toileting and food requirements. Any messages or comments can also be inputted in the online messages.

Yearly Requirements

- 2 boxes of tissues
- 1 packet of A4 paper – coloured or white
- 1 container of sunscreen (to be shared)

Please NAME and bring these items in during your child's first week at kindy.

Daily Requirements

We all know toddlers like to take their hats and shoes off so PLEASE NAME ALL ITEMS TO PREVENT LOST PROPERTY. Label companies are: Stuck on you (www.stuckonyou.com.au) and Labels by Designs (www.labelsbydesign.com.au), however, a simple permanent marker or waterproof laundry marker will suffice for most items.

- Rest time comforters, e.g. dummy, teddy, blankie, etc
- Fitted cot sheet every day they attend (to be washed regularly)
- Hat (if your child doesn't have a hat, he/she will be encouraged to play in shaded areas, such as sandpits)
- A set of spare clothes, labelled
- 3-4 sets of spare underpants (if toilet training), labelled
- Drink bottle (water and cups are provided as well). **Please take home drink bottles each day to be washed out to prevent bacteria growing inside them. If your child has milk to drink, please use a sippy cup instead of a bottle.**

The Toddlers' rest period is approximately 12-2pm. We request that children be dropped off or picked up before or after this time so the children sleeping will not be disturbed. Please notify the office if you know you will be later than 10.30am. Thank you.

Nappies & Wipes

The centre provides nappies and wipes for your child during their day at kindy. In line with our organic food program and culture, the nappies and wipes we use are manufactured from Bamboo which is naturally hypoallergenic and ideal for sensitive skin. Bamboo fibre is naturally smooth and round without chemical treatment, meaning there are no sharp spurs or harsh chemicals which may irritate the skin. Bamboo also has excellent natural antibacterial and deodorising properties, is an environmentally friendly resource and is 100% biodegradable.

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.

Drink Bottles are to be named and placed in the fridge or drink container. Water and milk are the preferred choice of drink for this age group in sipper cups or drink bottles only.

Lost Property

All unnamed lost property will be put in the lost property box on top of the lockers. Please label all items to avoid this from happening.

Signing In and 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.

We also require you to sign in and out on a form used in case of an emergency, such as a fire, or in case your child is sick whilst in care. Please make sure you provide us with a contact number for every day your child is in care. This form is situated on the lockers.

Birthdays

Birthdays are important and 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.

Personal Toys

Personal toys are best kept at home as when you bring them to kindy children become upset when toys are lost or broken. Soft comforters are welcome for rest time.

Notice Board

The notice board has important information on it so **please take time to read them**. The program will also be located on the noticeboard, along with up-to-date health issues, special events, etc.

Email

We regularly use email to keep in touch with families. Please ensure you keep your email details are 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.

Incident Forms

When children have an accident which requires treatment, an incident form will be filled out and placed in a folder in the office for you to sign. 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. If the incident is serious, you will be notified.

Medication

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

When your child is not feeling well, it is best to keep them at home to stop the germs from spreading and making other children and staff sick. If your child is sick, please ring us and let us know, especially if it is a contagious illness. If your child is going to be away, please ring us and let us know as soon as possible so other parents can make use of their make-up days. **Medical clearance is needed for contagious illnesses. Children should not attend kindy for at least 24 hours after the last vomit or diarrhoea (as per the Centre's policies).**

Amber Teething Necklace Safety

Teething necklaces pose a serious choking hazard or strangulation risk to babies and toddlers. The Australian Competition and Consumer Commission (ACCC) and Department of Early Childhood Education and Care are concerned that an unsupervised child could be exposed to particular risks or hazards such as strangulation and choking hazards.

Benowa Early Learning Centre is not allowed to have children in care with amber teething necklaces. It is against the National Regulations safety advice. If a child arrives with an amber teething necklace the parents will be asked to remove it. We trust all families will follow this regulatory request.

Make Up Days

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.

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 Toddlers 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.

Program Guidelines and Developmental Books

Each child has their own developmental book which is kept at the centre and is available for parents to view upon request. Your child's developmental book contains various types of observations on your child such as learning stories, jottings, photos, observations, anecdotal, running records and interests extended and interpreted. We base these observations on the children's developmental milestones and interests

which we have observed or parent's suggested interests. If you could write down your child's interests for the day on the sign in sheet, that would be very helpful in our planning and programming. We implement the Early Years Learning Framework in our programming, principles and practice as educators. We feel it is important for your children to feel a sense of **belonging** within their environment and for them to take time to enjoy **being** in order to make meaning of the world around them. It is then that they can develop their interests and construct their own identities to **become** so they can fully and actively participate in their environment. We implement the Early Years Learning Framework's principles and practices which focus on assisting all children to make progress in relation to the 5 Learning Outcomes. As educators, we recognise the learning outcomes are most likely to be achieved when we work in partnership with families, as families are the children's first and most influential teachers. Educators are responsive to all children's strengths, abilities and interests. Our Centre Philosophy aims us to respect and value the individuality of each child in our care and to provide a nurturing and safe environment where children can feel comfortable and secure.

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.

Grievance Procedures

Our goal in the Toddlers Room is to work as a team, communicating well with both educators and parents. You are encouraged to speak to the educators concerning any problems. All parents' concerns will be taken seriously and will be dealt with in the best possible way. We believe a problem shared is a problem solved.

Behaviour Guidance

Guidance and Toddlers

Toddlers like to explore the world as they are in the process of learning that their actions have a cause and effect. This may mean that they push with the intention of seeing the effect of their action without understanding they are causing hurt. If this happens we will redirect the child and simply explain to the child that we are "gentle with our friends" and settle them into another activity. We will tell the child what we would like them to do e.g "we sit on chairs", "walking feet inside" instead of "no running". We will then praise the children on their safe play and positive behaviour instead of concentrating on the negatives.

If we have any concerns about your child's behaviour we will arrange a quiet time with you to discuss any concerns.

Saying Goodbye – Some Helpful Hints

Give yourself some extra time so that you can settle your child in, as your child may feel anxious if you are in a rush. Developing a routine gives your child security to predict upcoming events. If your child becomes upset when separating, tell them you love them and give them a time when you will be returning, "I love you and I will see you after Afternoon Tea". If you sneak out you will build a feeling of mistrust and will make

your child more reluctant to leave you. Once you have said you are going, don't return as this confuses your child. Remember you are welcome to call us at any time if you have concerns about anything, and we are always willing to help. We are looking forward to working together with you and your family.

Developmental milestones and the EYLF/NQS

2 to 3 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, runs, climbs, kicks and jumps easily uses steps one at a time squats to play and rises without using hands catches ball rolled to him/her walks into a ball to kick it jumps from low step or over low objects attempts to balance on one foot avoids obstacles able to open doors stops readily moves about moving to music turns pages one at a time holds crayon with fingers uses a pencil to draw or scribble in circles and lines gets dressed with help self-feeds using utensils and a cup 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5</p>
Social	<ul style="list-style-type: none"> plays with other children simple make believe play may prefer same sex playmates and toys unlikely to share toys without protest 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. "Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources." (p.28)</p> <p>NQS: Areas 1, 5</p>
Emotional	<ul style="list-style-type: none"> shows strong attachment to a parent (or main family carer) shows distress and protest when they leave and wants that person to do things for them begins to show guilt or remorse for misdeeds may be less likely to willingly share toys with peers demands adult attention 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. "Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control." (p.31)</p> <p>NQS: Areas 1, 5, 6</p>

Developmental milestones and the EYLF/NQS 2 to 3 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> ▪ builds tower of five to seven objects ▪ lines up objects in 'train' fashion ▪ recognises and identifies common objects and pictures by pointing ▪ enjoys playing with sand, water, dough; explores what these materials can do more than making things with them ▪ uses symbolic play, e.g. use a block as a car ▪ shows knowledge of gender-role stereotypes ▪ identifies picture as a boy or girl ▪ engages in making believe and pretend play ▪ begins to count with numbers ▪ recognises similarities and differences ▪ imitates rhythms and animal movements ▪ becoming aware of space through physical activity ▪ can follow two or more directions 	<p>EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41)</p> <p>NQS: Areas 1, 3, 5</p>
Language	<ul style="list-style-type: none"> ▪ uses two or three words together, e.g. "go potty now" ▪ 'explosion' of vocabulary and use of correct grammatical forms of language ▪ refers to self by name and often says 'mine' ▪ asks lots of questions ▪ uses pronouns and prepositions, simple sentences and phrases ▪ labels own gender ▪ copies words and actions ▪ makes music, sing and dance ▪ likes listening to stories and books 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21)</p> <p>NQS: Areas 1, 3, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> ▪ is not interested in playing ▪ is falling a lot ▪ finds it hard to use small objects ▪ is not understanding simple instructions ▪ is not using many words ▪ is not joining words in meaningful phrases ▪ is not interested in food ▪ is not interested in others 	<p>NQS: Areas 1, 5, 6, 7</p>

Communication milestones

At 2 years children can usually...

understanding

- follow simple two part instructions (e.g., 'give me the ball and the car')
- respond to simple wh-questions, such as 'what' and 'where'
- point to several body parts and pictures in books when named
- understand when an object is 'in' and 'on' something.

speaking

- say more than 50 single words
- put two words together (e.g., 'bye teddy', 'no ball')
- use their tone of voice to ask a question (e.g., 'teddy go?')
- say 'no' when they do not want something
- use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)
- start to use 'mine' and 'my'.



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.

Toddler 1 Daily Routine 2019

Time	Routine
7:00 – 9:00 am	Outdoor Free Play
9:00 -9:25 am	Inside Group Time and Nappy Change or Transition to Bathroom – Toilet Routine and Hand Washing
9:30 – 9:45 am	Morning Tea Time
9:45 – 11:00 am	Planned and Spontaneous Activities in classroom.
11:00 – 11:10 am	Pack Away Time
11:10 – 11:30 am	Group Time & Toileting/Nappy Change
11:30 – 12:00noon	Handwashing and Lunch Time & Transition to rest time
12:00 – 2:00 pm	Rest time
Time will vary	After children wake - nappy change/toileting and quiet activities on the veranda with 1 Educator who is easily accessible
2:00 – 2:30 pm	Handwashing and Afternoon Tea Time
2:30 – 2:40 pm	Group time – stories/singing/dancing
2:40 – 3:00 pm	Sunscreen, hats on, shoes on and transition to outdoors
3:00 – 4:30 pm	Outside play with Toddler 2 class; nappy change and toileting @ 4pm
4:30 – 5:00 pm	Inside play with a variety of activities.
5:00 – 7:00 pm	Late Snack and Activity time.

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

PLEASE NOTE:

All children have their own routine and 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.

INDIVIDUAL CHILD PROFILE
TODDLERS 1 2019

Child's Name:	
Age:	
Mum & Dad's Names:	
Siblings (name & age):	
Cultural Background:	
Are there any special cultural days that you celebrate as a family?	
What activities do you enjoy as a family?	

List 3 goals that you would like to see your child work towards over the next 6 months:

1. _____
2. _____
3. _____

Thank you for taking the time to fill in this profile.

Miss Karla, Miss Mona & Miss Chloe

Toddlers 1 Educators

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.