



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

BABIES

6 weeks to 2 years

Information Package 2019



Your Educators are:

Miss Alison – Certified Supervisor (Mon-Wed)
Miss Angela – Certified Supervisor (Wed, Thurs & Fri)
Miss Dana – Educator (Mon, Tues, Thurs, & Fri)

BABIES WELCOMING LETTER

Hello and welcome to the Babies Room. Your educators for 2019 are Miss Alison, Miss Angela & Miss Dana. We welcome all our families to the Babies' Room and look forward to having a fun-filled year, full of memorable moments! This introductory package is designed to provide you with information relating to the operation and functions of the room.

In the Babies' Room, it is our aim to provide a warm, loving environment for your child to grow into. We endeavour to continue the care routines that infants have at home so they feel safe and secure. We therefore rely on developing an intimate relationship with both you and your child. Communication is of high importance, the information that you provide us helps us to care for your child. Please remember that you are always welcome to come to us with any questions or concerns at any time and the little things that you tell us about your child aids us in giving them the best possible care.

Your Educators

Miss Alison – Certified Supervisor

Hello, my name is Alison. I joined the team at BELC in 2013. I have always loved working with and caring for young children. Originally from Sydney, I have now lived on the Gold Coast for over 10 years and have 2 young children who have attended this centre from Toddlers to graduating Kindergarten. My strengths as an educator are holistic care. I am a Paediatric Nurse trained and have been working with babies and children under 3 for over 18 years! I'm here to guide your child on their educational journey but can help you and your baby settle into kindy with assistance in sleep and routines to make life a little bit easier as a parent. I have been trained in the Abecedarian approach and early numeracy concepts and implement these methods in my daily care of your children. I love the diversity in our cultures, and I believe this is a part of who we are and needs to be celebrated. I love teaching and watching children learn and grow and I believe that children learn through play and through the opportunities to explore with hands on learning. Nothing brightens my day more than a smile on a child's face and I am excited to work with the babies and their families in 2019.

Miss Angela – Certified Supervisor

Hello, my name is Angela. I have been working here at Benowa Early Learning Centre for three years. I've previously been in the Senior Kindy room, the Pre Kindy room and the Junior Kindy room. I have my Diploma of Early Childhood Education and Care. I'm a Mum of two lovely children – my 12 year old daughter and 18 year old son. I'm originally from New Zealand and have been loving living here on the Gold Coast for eight years now. I enjoy lots of active pursuits, our beautiful beaches, yoga, books, music and am a keen runner. There's nothing better to start the day with than the smile of a child, and it is so special to me to see children grow and thrive. I'm really looking forward to working with you and your beautiful children in the Babies room this year.

Miss Dana – Educator

Hi, my name is Dana. I started working at Benowa Early Learning Centre in late 2009. As a mother of three beautiful girls I always loved being around children, helping them grow and treating them equally. It's very important to me that all children are taken good care of, listened to, loved and treated with respect. I look forward to working in Pre Kindy and providing opportunities for your children to enjoy and learn.

Opening & Closing Hours

The Babies room is staffed from 7.15am to 5.30pm. If you choose to drop your child off and collect outside of these times, they will be in one of the rooms in the main centre. If you do wish to talk to your child's teacher about their day, please come 15 minutes before closing time. If you choose to arrive right on closing time, please respect that the teachers are finished for the day and will be unable to engage in an extended conversation with you about your child.

Parent/Educator Communication

Our aim is to foster a relationship with you and your child. Strong partnerships with families contribute to the development and well being of the child. Partnerships are strengthened when partners communicate their expectations, achievements and share a common goal. The link between parents and educators helps to meet the needs and interests of the children and it is our hope that together we can communicate these aspects of the child.

Program

In the Babies' Room, we plan appropriately each day for each individual child in accordance with the Early Years Learning Framework. We will plan your child's experiences based on family input and interests from home, combined with interests the educator has observed during your child's day in care and with the communities.

Through your child's play based learning, educators use observations to document children's learning and scaffold their development through involvement and inclusion in the early childhood setting. As educators, to further encourage your child's development, we plan new experiences for your child and evaluate their progress. These observations will be recorded into an individual Progress Record Book. These books are available for families to look through at any stage of the year. Additionally, they can be viewed when we hold parent/educator nights which are done mid-year and end of year.

The Babies Room has a Daily Program that is displayed on our Noticeboard for families to peruse when picking up their children. It is also displayed on our website. At the end of each day the Educators in the room use critical reflection to evaluate the children's and educators day. This reflection helps the educators to look back over the day and gain information about what they can plan or re-do for the following day.

What to Bring at the Beginning of the Year

- On your child's first day, please bring in a detailed routine. This needs to include sleep times, bottle times, meal times. It can also include information such as your child likes to be patted to sleep, they have a story before bed, etc. This is very important as this will help the educators in the room to settle your child and keep the routines as close to home as possible.
- 3 boxes of tissues
- Textas, or crayons, or pencils.

Daily Requirements

PLEASE NAME ALL ITEMS TO PREVENT LOST PROPERTY

- Hat – needed every day for outside play (labelled)
- Fitted cot sheet – needed every day for daily rest time (labelled)
- Comforter - that your child normally uses to get them to sleep (**please see attached SIDS information regarding comforters that may be used at rest time**).
- 1-2 sets of spare clothes – to be kept in your child's bag for emergencies (labelled)
- Nappy cream if required – labelled with child's name.

Morning tea, lunch and afternoon tea is provided by our Centre once your baby turns 12 months old. We can also cater for babies 6-12 months of age with pureed/soft food. As well, we provide a late snack for those children still in attendance after 4.15pm.

Please supply bottles sufficient for the day - all must be prepared and labeled, including bottles, caps and teats. Labeling companies are: Labels by Design (labelsbydesign.com.au) or Stuck on You (www.stuckonyou.com.au), however, a simple permanent marker or waterproof laundry marker will suffice for most items.

Information about Kindy Kitchen

The meals at Benowa Early Learning Centre are prepared fresh on site every day by our own chef for children aged 12 months and over, and soft/pureed food for babies 6-12 months. 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.

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.

Behaviour Guidance for Babies

Infants and toddlers learn through their own experiences, trial and error, repetition, imitation and identification. As educators we will guide and encourage this learning and development by ensuring the environment is safe and emotionally supportive. A baby whose signals are responded to promptly and appropriately builds up a sense of competence – a confidence that he can go through his own activity, control what happens to him – and this confidence carries over to his transactions with his physical environment (Ainsworth and Bell 1974).

Babies and toddlers are social beings. They benefit from positive, developmentally supportive behavior guidance. To help educators guide an infant's behavior, we will endeavour to provide an environment that will support their learning.

Elements we will incorporate into our learning environment:

- warm, affective relationship with child
- sensitivity, responsiveness and imitation
- attentiveness and responsiveness
- reassurances
- praise
- approval
- love
- patience and understanding
- availability
- acceptance and cooperation with infant
- engagement with and attentiveness to child
- physical contact – touching, cuddling
- smiling
- talking – short simple sentences or phrases
- talking during routine care about objects, positions or actions that are immediately observable
- wait for physical response to key phrases for babies who don't talk yet
- eye contact
- following children's leads
- equipment that encourages infants to explore the environment
- predictability and consistency of adult

As educators we will:

- demonstrate warmth, respect, acceptance, authenticity and empathy
- understand the stages of development
- be culturally aware
- take into account the temperament and experiences of all of the children
- make every child the object of daily focused attention
- observe children's non verbal behavior and respond appropriately
- consider children's needs
- teach behavior that is expected
- teach children responsibility for behavior choices
- provide feedback specific to behavior
- promote curiosity, thinking and the use of imagination
- provide enough of whatever the children are using
- provide open ended resources
- be responsive to needs, situations and circumstances
- establish positive verbal environments
- create meaningful and relevant environments

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.

Sick and Away Days

When your child is not feeling well, it is best to keep them at home as they will only spread their germs and make everyone sick. We are sure you would appreciate other parents doing the same. 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.

Please also inform us if your child has had any type of illness, even over the weekend or non-kindergarten days, as we need to be aware of any possible infections within the room. This will help us to prevent the spread of illness to other children.

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.

Medication Form

THIS AREA IS COVERED BY STRICT OFFICE FOR EARLY CHILDHOOD EDUCATION & CARE GUIDELINES.

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.

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.

Incident Form

If your child has an accident or is injured throughout the day, the witnessing teacher will complete an incident form. The incident form 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 event. These forms are kept on the front desk in the office.

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.

Settling In Information

The settling in period for new babies and toddlers should be well planned and routine should be developed. This will help in offering your child reassurance through their ability to understand the sequence of events.

A perfect drop off is:	Step 1	Sign in both Government & Daily Sign In sheet
	Step 2	Unpack food & drink
	Step 3	Settle child in by either finding a toy they like or passing them over to an educator. Don't prolong the farewell, say "I'm going now and I will be back". Give them a kiss and hug and then leave.

Don't ever 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 day's events, showing appreciation for anything they have to show or tell you. 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.

Notice Board

We use our Notice Board to display the broad goals that we will be working towards throughout the year. The Notice Board will also display special events, special messages and nutritional advice. Please keep your eyes out for weekly and monthly messages.

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.

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.

"Children's learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind."

Early Years Learning Framework pg19

DEVELOPMENTAL MILESTONES & THE EARLY YEARS
LEARNING FRAMEWORK/NATIONAL QUALITY STANDARD
4-8 MONTHS

Developmental Area	Observe		Links to EYLF/NQS
Physical	P1	Plays with feet and toes.	EYLF outcome 4: Children are confident involved learners - children develop dispositions for learning such as persistence, e.g. "Persevere & experience the satisfaction of achievement". (p34) NQS: Area 1, 2, 3, 5, 6
	P2	Make effort to sit along, but needs hand support.	
	P3	Raises head and chest when lying on stomach.	
	P4	Rolls from back to stomach.	
	P5	reaches for and grasps objects, using one hand to grasp.	
	P6	Eyes smoothly follow object or person.	
	P7	Crawling movements using both hands and feet.	
	P8	Able to take weight on feet when standing.	
	P9	Watch activities across room, eyes move in unison.	
	P10	Turns head to sound of voices.	
	P11	Shake a rattle.	
	P12	Bank objects while playing.	
	P13	Transfer an object from hand to hand.	
	P14	Hold an object from hand to hand.	
	P15	Poke fingers into holes /at objects.	
	P16	Help hold bottle/cup when drinking.	
	P17	Hold out toy without releasing.	
	P18	Hit two objects together in hand.	
	P19	Co-ordinate hands & eyes.	
	P20	Pull to sit if hands held.	
	P21	Turn to get an object while sitting.	
	P22	Pull to stand using furniture.	
	P23	Push up, then sit up.	

* **Red Flag Areas:** call your family doctor or child health nurse if:

6 months	<ul style="list-style-type: none"> • Not rolling • Not holding head & shoulders up when on tummy
9 months	<ul style="list-style-type: none"> • Not sitting without support • Not moving, e.g. creeping or crawling motion • Does not take weight well on legs when held by an adult

Developmental Area	Observe		Links to EYLF/NQS
Social	S1	Reacts with arousal, attention or approach to presence.	EYLF outcome 5: Children are effective communicators - children
	S2	Responds to own name.	

	S3	Smiles often and shows excitement when sees preparations being made for meals or for bath.	interact verbally and non-verbally with others for a range of purposes, e.g. "are attuned and respond sensitively to children's efforts to communicate". NQS: Area 1, 5
	S4	Recognises familiar people and stretches arm to be picked up.	
	S5	Stops crying by a voice or when picked up.	
	S6	Laughs at games, e.g. peek a boo.	
	S7	Stops doing an activity when name called.	

* **Red Flag Areas:** call your family doctor or child health nurse if:

6 months	<ul style="list-style-type: none"> Does not smile or squeal in response to people
9 months	<ul style="list-style-type: none"> Not sharing enjoyment with others eye contact or facial expression

Developmental Area	Observe		Links to EYLF/NQS
Emotional	E1	Becoming more settled in eating and sleeping patterns.	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. "initiate one to one interactions with children, particularly babies and toddlers during daily routines". (p24) NQS: Area 1, 4, 5, 6
	E2	Laughs, especially in social interactions.	
	E3	May soothe self when tired or upset by sucking thumb or dummy.	
	E4	Begins to show wariness of strangers.	
	E5	May fret when parent leaves the room.	
	E6	Happy to see faces they know.	

* **Red Flag Areas:** call your family doctor or child health nurse if:

6 months	<ul style="list-style-type: none"> Does not smile or squeal in response to people
9 months	<ul style="list-style-type: none"> Not sharing enjoyment with others eye contact or facial expression

Developmental Area	Observe		Links to EYLF/NQS
Cognitive	C1	Swipes at dangling objects.	EYLF outcome 4: Children are confident & involved learners - children develop dispositions for learning such as curiosity, e.g. explore and "express wonder & interest in their environments". (p34) NQS: Area 1, 2, 3
	C2	Shakes & stares at toy placed in hand.	
	C3	Becomes bored if left along for long periods of time.	
	C4	Repeats accidentally caused actions that are interesting.	
	C5	Enjoys games such as peek a boo, or pat a cake.	
	C6	Will search for partly hidden object.	
	C7	Able to co-ordinate looking, hearing & touching.	
	C8	Enjoys toys, banging objects, scrunching paper.	
	C9	Explores objects by looking at and mouthing them.	
	C10	Develops preferences for foods.	
	C11	Explores objects with mouth.	

	C12	Points to an object if asked.	
	C13	Looks for an object if seen dropped /hidden.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

<ul style="list-style-type: none"> • Not reaching for and holding (grasping) toys • Hands frequently clenched • Unable to hold and/or release toys • Cannot move toy from one hand to another

Developmental Area	Observe		Links to EYLF/NQS
Language	L1	Enjoys games such as peek a boo or pat a cake.	EYLF outcome 5: Children are effective communicators - children interact verbally and non-verbally with others for a range of purposes, e.g. "engage in enjoyable interactions using verbal and non-verbal language". (p40) NQS: Area 1, 5
	L2	Babbles and repeats sounds.	
	L3	Makes talking sounds in response to others talking.	
	L4	Copies sounds.	
	L5	Smiles and babbles at own image in mirror.	
	L6	Responds to own name.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

6 months	<ul style="list-style-type: none"> • Not starting to babble (e.g. aah, oogoo)
9 months	<ul style="list-style-type: none"> • No gestures (e.g. pointing, showing, waving) • Not using 2 part babble (e.g. gaga, ama)

Seek advice if child:

<ul style="list-style-type: none"> • is not learning to make sounds • is not responding to familiar faces • is not learning to roll when playing on floor 	<ul style="list-style-type: none"> • is not responsive to carers • is not babbling and making sounds • is not playing with feet/swapping objects between hands
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DEVELOPMENTAL MILESTONES & THE EARLY YEARS **LEARNING FRAMEWORK/NATIONAL QUALITY STANDARD** **8-12 MONTHS**

Developmental Area	Observe		Links to EYLF/NQS
Physical	P1	Pulls self to standing position when hands held.	EYLF outcome 3: Children have a strong sense of well being - children take increasing responsibility for their own health and physical wellbeing, e.g. "engage in increasingly complex sensory-motor skills and movement
	P2	Raises self to sitting position.	
	P3	Sits without support.	
	P4	Stands by pulling them self up using furniture.	
	P5	Stepping movements around furniture.	
	P6	Successfully reach out and grasp toy.	
	P7	Transfers objects from hand to hand.	

	P8	Picks up and pokes small objects with thumb and finger.	patterns". (p32) NQS: Area 1, 2, 3
	P9	Picks up and throws small objects.	
	P10	Holds biscuit or bottle.	
	P11	Crawls.	
	P12	Mature crawling (quick and fluent).	
	P13	May stand alone momentarily.	
	P14	May attempt to crawl up stairs.	
	P15	Grasps spoon in palm, but poor aim of food to mouth.	
	P16	Uses hand to feed self.	
	P17	Alerts peripheral vision.	
	P18	Rolls ball and crawls to retrieve.	
	P19	Sit on chair.	
	P20	Move rhythmically to music.	
	P21	Pick up toy from the floor without falling.	
P22	Scoot around on wheeled toys.		
P23	Walks.		

*** Red Flag Areas:** call your family doctor or child health nurse if:

12 months	<ul style="list-style-type: none"> • Not crawling or bottom shuffling • Not pulling to stand • Not standing holding onto furniture
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Developmental Area	Observe		Links to EYLF/NQS
Social	S1	Shows definite anxiety or wariness at appearance of strangers.	EYLF outcome 3: Children have a strong sense of well being - children become strong in their social and emotional well being , e.g. "acknowledge children's stage of emotional development and support them to develop resilience". NQS: Area 1, 2, 5
	S2	Play simple make believe games.	
	S3	Repeat activity to reproduce effects, i.e. throwing objects.	
	S4	Play along contentedly.	
	S5	Enjoy doing the same thing over and over again.	
	S6	Defend self when taken advantage of.	
	S7	Enjoys messy play, such as finger painting.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

<ul style="list-style-type: none"> • Does not play early turn taking games (e.g. peek a boo, rolling a ball)

Developmental Area	Observe		Links to EYLF/NQS
Emotional	E1	Actively seeks to be next to parent or principal caregiver.	EYLF outcome 1: Children have a strong sense of identity - children develop their emerging autonomy, inter-dependence,
	E2	Shows signs of anxiety or stress if parent goes away.	
	E3	Offers toy to adult but does not release it.	

	E4	Shows sign of empathy to distress of another (but often soothes self).	resilience and sense of agency, e.g. "demonstrate an increasing capacity for self-regulation". (p22)
	E5	Actively explores and plays when parent present, returning now and then for assurance and interaction.	
	E6	Demonstrate affection to adults, e.g. hug and kiss people they like.	NQS: Area 1, 5, 6
	E7	Recognises self in mirror.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

- Does not notice someone new

Developmental Area	Observe		Links to EYLF/NQS
Cognitive	C1	Move objects to get a desired toy.	EYLF outcome 4: Children are confident & involved learners - children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating, e.g. "provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment". (p35)
	C2	Bangs two objects held in hands together.	
	C3	Responds to own name.	
	C4	Make gestures to communicate and to symbolise objects, e.g. points to something they want.	
	C5	Seems to understand something parent or familiar adults say.	
	C6	Drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy.	
	C7	Smiles at image in mirror.	
	C8	Likes playing with water.	
	C9	Shows interest in picture books.	
	C10	Understands gestures/responds to "bye bye".	
	C11	Listens with pleasure to sound-making toys and music.	NQS: Area 1, 5, 6
	C12	Notices difference and shows surprise.	
	C13	Responds to familiar sounds, e.g. phone ringing.	
	C14	Follow simple commands.	
	C15	Responds by nodding or shaking head.	
	C16	Looks in the correct place for toys which have rolled out of sight.	
	C17	Shakes head appropriately for simple yes/no questions.	
	C18	Enjoys simple rhymes and songs.	
	C19	Shows one body part.	
	C20	Remembers where objects belong.	
	C21	Recognises objects in books.	
	C22	Fetches a familiar object if asked.	
	C23	Knows names of playmates.	
	C24	Identify familiar things from TV.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

- Lack of response to sound or visual stimuli

Developmental Area	Observe		Links to EYLF/NQS	
Language	L1	Responds to own name being called, family names and familiar objects.	EYLF outcome 1: Children have a strong sense of identity - children develop knowledgeable and confident self-identities, e.g. "share children's success with families". (p23) NQS: Area 1, 5	
	L2	Babbles tunefully.		
	L3	Say words like dada or mama.		
	L4	Waves goodbye.		
	L5	Imitates hand clapping.		
	L6	Imitates actions and sounds.		
		L7	Enjoys finger rhymes.	
		L8	Shouts to attract attention.	
		L9	Vocalises loudly using most vowels and consonants.	
		L10	Sounding like conversation.	
		L11	Attempt to sing.	
		L12	Demand desired objects by pointing and talking/grunting.	
		L13	Echo the prominent or last word said to him/her.	
		L14	Copy outdoor sounds.	
		L15	Respond to simple phrases.	

*** Red Flag Areas:** call your family doctor or child health nurse if:

- No babbled phrases that sound like talking
- No response to familiar words

Communication milestones

At 12 months children can usually...



understanding

- understand about 10 words
- respond to their name
- recognise greetings and gestures, such as 'hi' and 'bye-bye'
- recognise a few familiar people and objects (e.g., mummy, blankie, teddy)
- make eye contact.

speaking

- start to use sounds, gestures, and say a few words
- continue to babble
- copy different sounds and noises.

When you talk to me, **WAIT** for me to respond before you say more.



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
BABIES 2019

Child's Name: _____ Age: _____

Parent's Names: _____

Siblings: _____

My baby likes: _____

My baby dislikes: _____

Family Heritage/Culture: _____

Are there any cultural celebrations that you celebrate as a family?:

What activities do you enjoy as family?:

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

- _____
- _____
- _____

This profile was completed by:

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

MISS ALISON, MISS ANGELA & MISS DANA
Babies Room Educators

Babies Daily Routine 2019

Time	Routine
7.30-8.15am	Inside or outside play depending on the weather
8.15-8.45am	Nappy change time
8.30-9.00am	Morning Tea
9.15am	Sleep time for some children
9.45-10.00am	Art & Craft Activities- painting, play-dough, collage, drawing
10.00-10.30am	Inside playtime – manipulative and constructive activities
10.30-11.00am	Nappy change time
11.00-11.45am	Lunch time
11.45am-1.30pm	Sleep time for some children (play time for younger children)
12.45-1.00pm	Nappy change time
1.15-1.45pm	Afternoon Tea time
1.45pm	Sleep time for some children
3.00-3.30pm	Outside or Inside Play
3.30-3.45pm	Nappy Change Time
3.45-4.15pm	Late snack or dinner time
4.30-5.30pm	Variety of Activities, pack bags ready for home
5.30-6.30pm	Large centre available for babies over 15 months of age.

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.

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safe sleeping

Sleep baby safely and reduce the risk of sudden unexpected death in infancy



rednose.com.au

Six ways to sleep baby safely and reduce the risk of sudden unexpected death in infancy:

1 Sleep baby on back



Back



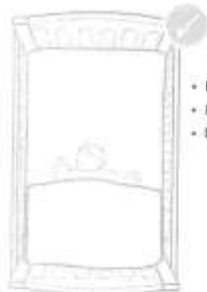
Side



Tummy

Sleeping baby on the side or tummy increases the risk of sudden infant death

2 Keep head & face uncovered



- Baby on back
- Feet to bottom of cot
- Blankets tucked in firmly



- Use a safe baby sleeping bag with fitted neck and armholes and no hood

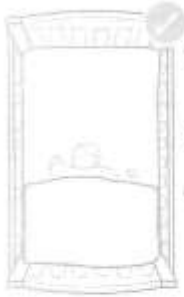
Covering baby's head or face increases the risk of sudden infant death

3 Keep baby smoke free before & after birth



Smoking during pregnancy and around baby after birth increases the risk of sudden infant death. Help to quit smoking is available from your doctor, nurse or by contacting **Quitline on 13 78 48**.

4 Safe sleeping environment night & day



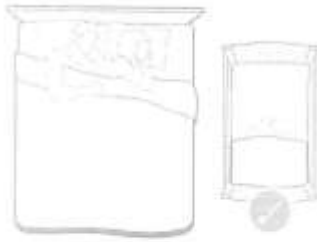
- **Safe cot**
[should meet current Australian Standard AS2072]
- **Safe mattress**
firm, clean, flat, right size for cot
- **Safe bedding**
soft surfaces and bulky bedding increase the risk of sudden infant death

! No soft surfaces or bulky bedding



- ✗ pillow
- ✗ cot bumper
- ✗ lambs wool
- ✗ soft toy eg. teddy
- ✗ duvets

5 Sleep baby in safe cot in parents' room



Safest place for a baby to sleep is in a safe cot next to the parents' bed

Unsafe ✗ sleeping places



Six ways to sleep baby safely and reduce the risk of sudden unexpected death in infancy:

- Sleep baby on back
- Keep head and face uncovered
- Keep baby smoke free before and after birth
- Safe sleeping environment dry and right
- Sleep baby in a safe cot in parents' room
- Breastfeed baby

Safe Sleeping Recommendations

- Sleep baby on back from birth, not on tummy or side
- Sleep baby with head and face uncovered
- Keep baby smoke free before birth and after
- Provide a safe sleeping environment dry and right
- Sleep baby in their own safe sleeping place in the same room as an adult care-giver for the first six to twelve months of life
- Breastfeed baby

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For further information talk to your midwife, child and family health nurse, doctor or contact Red Nose on

1300 308 307 | rednose.com.au
education@rednose.com.au

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safe wrapping

Guidelines for safe wrapping
of young babies



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healthy happy & safe

Benefits of Safe Wrapping

- Wrapping is a useful method to help babies settle and sleep on their back. Scientific studies have shown that wrapping can have a calming, sleep-promoting effect on young babies.
- Studies have shown that wrapping can promote more sustained sleep and reduce the frequency of spontaneous awakenings.
- An alternative to wrapping is to use a safe infant sleeping bag.

Alert !

Tummy sleeping increases the risk of sudden and unexpected death in infancy (SUDI) and must be avoided. Placing a wrapped baby on their tummy to sleep is especially dangerous as it prevents them moving to a safe position.

If you wrap your baby, consider baby's stage of development. Leave arms free once the startle reflex disappears around 3 months. Most babies eventually resist being wrapped. Wrapping style should be appropriate for the baby's developmental stage. It is essential to discontinue wrapping as soon as baby starts showing signs that they can begin to roll, usually between 4-6 months. The wrap may prevent an older baby who has turned onto their tummy during sleep from returning to the back sleeping position.

How To Safely Wrap Your Baby



1 Place baby off-center (to left or right) with top of wrap level with shoulders.



4 Bring the bottom of the wrap on top of baby.



2 Fold baby's arm across chest and bring shorter side of wrap across baby's arm and tuck firmly under baby.



5 Fold the bottom of the wrap under baby.



3 Bring longer side of wrap across and tuck under baby.



6 Always sleep baby on their back with head and face uncovered.

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.