



# Pearl Street CHILDCARE CENTRE

## **Children's Holidays**

Centre policy states that each family is entitled to 50% discount for 1 week of fees every financial year. In order for this to be approved families must have their accounts up to date (2 weeks in front), be on direct debit and has provided two weeks notice in writing. If you require a form please see the holiday application folder in the foyer.

## **DEEWR Requirement**

All families are required to be linked to DEEWR. If you have not supplied me with yours and your child's CRN (customer reference numbers) and dates of birth please do so ASAP. This is a requirement for any child in care. Please contact your local Family Assistance office or Centrelink for more information

## **EziDebit – Payment Method**

At Pearl St Child Care our methods of payment are EziDebit/Direct Debit or Eftpos. Eftpos can only used in line with the centre's policy that states the account must always be four weeks in advance. On EziDebit your account is kept two weeks in advance and you also receive a \$3 per day discount on your fees. If you have not yet completed an EziDebit Form, please do so and return to the office as soon as possible. Cash payments will not be accepted.

Thankyou,  
Pearl St Management

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## Centre Availability

We have days available in most of the rooms throughout the centre. If you would like to pick up an extra permanent day these days will be available as of the 1<sup>st</sup> Month year.

Room/ Days	Mon	Tues	Wed	Thurs	Fri
<b>Babies</b>	*				*
<b>Toddler</b>	*		*		
<b>Pre-Kinder</b>					
<b>Kinder</b>	*	*	*		

\* Indicates availability on that day  
Please Note: These vacancies may change daily.



## Philosophy, Broad Goals and Policy Reviews

*Sections of these policies are reviewed each month and are available in the centre foyer. In July we will be focussing on*

- ◆ Food and nutrition

Feedback forms are available in the centre foyer and we encourage parents to provide feedback to the centre manager on any policy at any time.

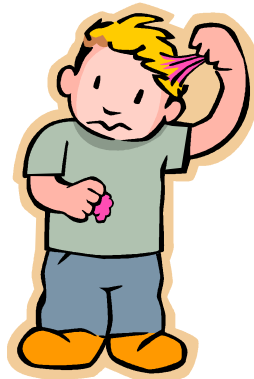
### Important events coming up:

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**Mon 5<sup>th</sup> - Crazy Hair day**

**Tue 13<sup>th</sup> - Pyjama Day**

**Fri 30<sup>th</sup> - School Tree Day- Children will be making trees and talking about the importance of trees to our environment**



**Accreditation**

Taking a positive approach to behaviour guidance means trying to understand why a child behaves in certain ways. It also means encouraging acceptable forms of behaviour by using strategies that build children's confidence and self-esteem, and providing children with support, guidance and opportunities to manage their own behaviour.

It is important for staff to respond to children's interests and emotions such as pleasure, empathy, and pride. Staff comfort children when they are distressed, unhappy or fearful and need to help children identify and deal with feelings such as anger, frustration and jealousy.

To put this into practice, staff know and understand each child in their care. They also recognise that a child's behaviour may be affected by their development, the environment, the time of day, actions of staff and other children, family experiences and the family's cultural background. Implementing behaviour guidance policies, therefore, is most effective when staff reflect on these factors carefully and consult with each other, with each child's family and, where appropriate, with the children.

It is important that all staff understand and consistently implement the centre's behaviour guidance policy and procedures. Moreover, it is essential that staff share the responsibility for developing and implementing behaviour guidance strategies. Staff can support each other guiding children's behaviour by recognising when they or a colleague are feeling stressed or are experiencing difficulty with a child's behaviour, and by asking for or offering assistance accordingly.

Families are provided with regular and meaningful opportunities to contribute to the development and review of the centre's behaviour guidance policy. Families are also consulted in relation to specific behaviour guidance strategies used with their child, both at home and at the centre. While it is important for staff to gain awareness of appropriate strategies according to individual backgrounds, this may need to be balanced with what is known about child development and appropriate practice.

It is important that staff recognise and understand why children may behave in certain ways, or why a certain behaviour may occur in certain circumstances, for example, at a particular time of the day. Such understanding assist staff to develop and successfully implement behaviour guidance strategies that are positive, appropriate and respectful of children.

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## **Babies' Room News**

Dear Parents,

We have had lots of new activities waiting for us this fortnight! The weather is a bit chilly so we have decided to bring our slide inside so we can have fun climbing up and sliding down even if it rainy and cold outside!

We love choo choo trains so we have our train tracks and little trains to play with and push along the tracks. Reading books is a great way to recognise shapes, colours, words and numbers so we have got a variety of books in our big, comfy book corner! Our home corner has little dolls and prams to play with. This is a great way to promote role play and imagination. Music is always popular and our babies are no exception and love making lots of noise, so we have lots of different musical instruments to make some noise with. We have drums, tambourines, maracas and bells. We had lots of fun with so many interesting activities to play with. Our favourite activity was finger painting. We loved the feeling of the paint on our hands and fingers, and we enjoyed making different shapes and using different colours. The ball pit was fun to jump and dive in! We liked throwing the balls into the air and trying to catch them. We had a party theme in the home corner with party hats, party whistles and pretend cake. It was so much fun to have a party everyday! We had lots of trying on party hats and pretending to eat cake with a spoon.

On days when the weather was a bit warmer, we enjoyed the fresh air outside. We enjoyed going through our long tunnel and going down our little slide!

If there are any questions in regard to your child or the room, please feel free to talk to the room staff.

Thank you,

From Amali and Sue

## **Toddler Room News**

Dear Parents,

Pearl Street toddlers have been very busy little bees this month with lots of varied activities and experiences. We've welcomed three new friends into our room and have played with them very nicely to ensure that they feel welcome. We've had heaps and heaps of fun activities! One of our favourites was easel painting. We used paint brushes and different coloured paints. We had lots of fun painting different shapes, lines and dots. This was a great way for toddlers to develop cognitive and fine motor skills. Be sure to take a look at our artwork when you visit our room.

Our Toddlers also had lots of fun helping Derya set up our new worm farm. We had one thousand (1000!) new worms to set up a new farm for. We collect all our food scraps throughout the day and feed them to our worms at the end of the day. This helps us learn to recycle and look after our environment. We will then use the compost on our veggie patch.

Making our own necklaces from laces and plastic beading was challenging trying to thread the laces through the small hole in the coloured beads – but this is a fun way to develop cognitive and fine motor skills. It was also a great way of learning how to share as we chose the beads we wanted to use.

Next fortnight we have some great new activities to explore! We have new jewellery and masks to make that will be added to our dress-up

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corner to make this even more fun and interesting!

We have a car racing table with tracks so we can build our own racing track and use our little hot wheel cars to race around with. Our trough is filled with tan bark and the dump trucks provide a great group activity that helps us to learn how to share as well as to enjoy the sensory experience of the tan bark.

We have a green shell tub filled with fake water that we will make out of blue shredded tissue paper and add boats, sharks, crabs and frogs to make them 'swim' in the water.

Parents are always welcome to share a special talent with us or just come in and spend a little while reading a story or singing with the children. It's lots of fun and makes a very special memory for you and your child.

Bye for now from the Toddler Room staff – Derya, Jacinta & Kim

**ATTN: PARENTS**

**PLEASE FIND OUR RECYCABLE BOX IN THE  
FOYER TO DROP OFF YOUR RECYCABLE ITEMS  
TO ASSIST US IN CREATING SOME AMAZING  
PLAY EXPERIENCES FOR YOUR CHILDREN.**

**THIS IS GREATLY APPRECIATED! 😊**



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## **Junior Room News**

Dear Everybody,

During this past month, the children have enjoyed learning about our skeleton 'Skulla' which the children named. Each week we get a new body part for 'Skulla'. We now have the head, brain, skull, teeth, back ribs, left lung, spine, eyes and coccyx bone. The children are thrilled when we receive a new body part. They are all aware of how the brain and lungs work and are beginning to recognise and know where each bone goes. The children have also been looking at x-rays of the spine, hands, legs and stomach. The children have been fascinated with brush painting. This promotes creativity, fine motor skills, language development and eye/hand coordination. The children have also been interested in flags and are showing interest in the country they and their families are from. To further their interest, I have put out an activity of flags from different countries which the children painted. The children looked at the picture of a flag and painted the same colours on the flag that they were making. Afterwards we discussed each country and spoke about clothing which they wear. Some of the children told of their family religion and the clothing worn. We also learnt how to say hello and goodbye in different languages:

### **Hello**

Ciao (Italian)

Ni Hao (Chinese)

Hola (Spanish)

Merhaba (Turkish/Arabic)

Yia Sou (Greek)

### **Goodbye**

Zai Jian (Chinese)

Ciao (Italian)

Chao (Spanish)

Yia Son (Greek)

Gule Gule (Turkish)

Reminder: Please remember to pack your child's bag with a warm jacket and hat for outside play. If your child does not have this, he/she will not be able to play outside with their friends.

Parent feedback is essential for our programs. If you and your child do something different on the weekend, please jot it down in the Junior Room Parent Communication Book located on the counter of our room. Do check the centre event calendar for upcoming centre events. If you do not have a copy please let one of the room staff know and we will place one in your parent pocket.

Thankyou,  
Jacky and Maria

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## **Kinder Room News**

Dear Parents,

In the Kinder Room in June, we have been cooking up a storm. We have made gingerbread men/women and most recently chocolate chip pancakes. We have enjoyed measuring up our ingredients and mixing everything together with our wooden spoons. Any suggestions for foods we can make are always welcome and we are always happy to share recipes. We will be making cupcakes and doughnuts in the coming weeks. Yummy!

Please ensure that background information sheets have been brought back for portfolios. Feel free to come in anytime and have a look at your child's portfolio and enjoy reading through your child's learning stories.

At present, the children's interests have been about the tool station that has been set up and also in writing letters. We are all particularly interested in outer space, aliens and planets. We are trying to turn one corner of our room into our own galaxy with space crafts and all. We really love dancing in the Kinder Room especially to the chicken song. Recently some of the girls in the Kinder room put on a performance for the other children and danced to the circus song. But the absolute favourite activity that the kinder children love is listening to stories. Especially stories about underwear, dinosaurs and princess fairies. Children have been bringing books from home to share with us

Please remember to bring in a warm hat and coat for your child when we go outside. Kinder children every morning have been going through and learning the alphabet, numbers, days of the week, months of the year, our colours as well as some of the basic shapes. We have been practicing recognising and writing our names as well as writing the numbers from 1 to 10. We are learning how to cut with scissors and mastering our paintbrush skills. Recently we put up the world map and looked at what part of the world our family originates from. We are also learning to say hello in different languages.

Please remember that we are always happy to answer any questions or queries regarding the program or the room.

Thank you,  
Rouba and Kristy

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## RESOURCES

Please take time to look around the Centre foyer as we have a large range of resources available for you to look at.



- Direct Debit forms
- Song Books
- Family Resource Library
- Fact sheets
- Brochures
- Copies of the current newsletter
- Recipes
- Centre Menu
- Centre Events
- Holiday Forms



## Plants

### Plants that are best not to grow in places where children may have access to them

The following list is not a complete guide to poisonous plants. It is a list of plants that could cause serious illness in children who eat them. If a child is exposed to any plant, ring the Victorian Poisons Information Centre on 13 11 26 for advice.

Botanical name	Common name
<i>Abrus precatorius</i>	Crab's eye, Gidee gidee, Jequirity bean, Rosary bean
<i>Aconitum</i> species	Monkshood, Wolf's bane
<i>Asclepias curassavica</i>	Red-headed cotton bush
<i>Asclepias fruiticosa</i>	Gomphocarpus fruiticosa, Swan plant
<i>Asclepias physocarpa</i>	Balloon cotton bush
<i>Acokanthera</i> species	Bushman's poison
<i>Atropa belladonna</i>	Belladonna, Deadly nightshade
<i>Brugmansia</i> species	Angel's trumpet
<i>Cestrum diurnum</i>	Day-blooming cestrum, Day jessamine
<i>Cestrum nocturnum</i>	Lady of the night, Night jessamine
<i>Colchicum autumnale</i>	Autumn crocus, Crocus, Meadow saffron
<i>Conium maculatum</i>	Hemlock
<i>Consolida</i> species	Larkspur
<i>Convallaria majalis</i>	Lily-of-the-valley
<i>Cycas</i> species	Cycad, Zamia
<i>Daphne</i> species	Daphne, Garland flower, Lilac daphne, Mezereon, Rose daphne, Spurge laurel, Winter daphne
<i>Datura</i> species	Angel's trumpet
<i>Datura metel</i>	Downy thorn apple, Horn of plenty
<i>Datura stramonium</i>	Common thorn apple, Jamestown weed, Jimson weed
<i>Delphinium</i> species	Delphinium
<i>Dieffenbachia</i>	Dumb cane
<i>Digitalis</i> species	Foxglove
<i>Duranta erecta/Duranta repens</i>	Golden dewdrop, Sky flower
<i>Euphorbia</i> species	Euphorbia, Spurge

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<i>Gloriosa superba</i>	Climbing lily, Glory lily
<i>Gomphocarpus fruiticosa</i>	Asclepias fruiticosa, Swan plant
<i>Gomphocarpus physocarpus</i>	Asclepias physocarpa, Balloon cotton
<i>Helleborus</i> species	Christmas rose, Corsican Hellebore, Easter rose, Hellebore, Lenten rose
<i>Hyoscyamus niger</i>	Black henbane, Henbane
<i>Jatropha multifida</i>	Coral plant, Physic nut
<i>Laburnum</i> species	Golden chain tree, Golden rain, Laburnum, Scotch laburnum
<i>Lantana camara</i>	Lantana, Shrub verbena
<i>Lepidozamia</i> species	Cycad, Zamia
<i>Lobelia</i> species	Cardinal flower, Lobelia
<i>Macrozamia</i> species	Cycad, Zamia
<i>Melia azedarach</i>	Bead tree, Cape lilac, Chinaberry, Persian lilac, Rosary tree, White ceda
<i>Nerium oleander</i>	Oleander, Rose laurel
<i>Oenanthe crocata</i>	Water dropwort, Hemlock
<i>Ornithogalum</i> species	Common star of Bethlehem, Chinchinchee, Giant chinchinchee, Star of Bethlehem
<i>Rhodomyrtus macrocarpa</i>	Cooktown loquat, Finger cherry, Wannakai
<i>Ricinis communis</i>	Castor oil plant
<i>Solanum dulcamara</i>	Bittersweet, Climbing nightshade
<i>Solanum nigrum</i>	Black nightshade, Common nightshade
<i>Solanum pseudocapsicum</i>	Christmas cherry, Jerusalem cherry, Winter cherry
<i>Stropanthus</i> species	Corkscrew flower, Spider tresses, Stropanthus
<i>Thevetia peruviana</i>	Lucky nut, Yellow oleander
<i>Toxicodendron succedaneum</i>	Rhus, Rhus tree, Wax tree, Poison sumac
<i>Veratrum</i> species	False hellebores

## Prevention of poisoning

### At home

#### Be aware

More poisonings occur when:

- Medicines, chemicals and household products are not in their usual storage location, when they are in use and left on a bench top or bedside table, or during transport from the shop to home
- Usual household routines are disrupted, eg moving house, being on holiday, having visitors.

#### Safe storage

- Store medicines, chemicals and household products safely out of reach and out of sight of children, up high (at least 1.5 metres) in a locked or child-resistant cupboard
- Separate medicines from chemicals and household products
- Do not store medicines in the refrigerator unless advised to do so by your pharmacist
- Visitors' bags may contain medicines. Keep them well out of reach of children.

#### Safe containers

- Do not transfer medicines, chemicals or household products from their original containers. Keep everything in their original, labelled containers, NEVER in cups or soft drink bottles.
- Ask for and use medicines, chemicals and household products that are in child-resistant packaging (blister or strip packs or special 'push and turn' lids). However, remember that child-resistant packaging is not child-proof.

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### Safe labels

- Be sure that all medicines, chemicals and household products are properly labelled
- Read the label carefully before use.

### Safe use

- Use medicines, chemicals and household products safely. Read directions for use carefully. Do not leave them unattended while in use.
- Always take medicines in a well lit room. Wear your glasses if you need to. Follow the directions for use carefully and accurately.
- Children tend to imitate adults, so avoid taking medicines in their presence
- Refer to medicines by their proper names. They are not lollies.
- Do not take other people's medicines.
- Avoid distractions when administering medicines; double check before taking them. If you can, establish a 'normal routine' for taking your medicines.
- Parents should establish a 'checking system' with each other to avoid giving double doses of medicine to your children.
- Use appropriate protection when painting, spraying chemicals or cleaning the oven. Follow the directions for use. Protect skin and eyes. Ensure there is adequate ventilation, with air circulating continuously. If there is a spill, remove any contaminated clothing immediately.

### Safe disposal

- Empty containers of liquid medications, chemicals and household products should be rinsed with water before they are thrown out
- Clean out your medicine cupboard regularly. Take unwanted and out-of-date medicines to your nearest pharmacy for disposal.
- Dispose of unwanted chemicals safely. Contact Sustainability Victoria (1800 353 233) or visit the website and enter 'chemical disposal' into the keyword search for dumping times and places around Victoria.

### At work

1. Keep up-to-date Material Safety Data Sheets (MSDS) for all chemicals that are handled.
2. Do not keep chemicals in unlabelled containers.
3. Do not eat or drink near chemicals or where they are being used.
4. Ring the Occupational Health and Safety advice line (03 9641 1555) for information about safe handling of chemicals and safe work practices.
5. Follow recommendations for safe handling and use of protective gear when using chemicals. Follow the directions for use. Protect skin and eyes. Ensure there is adequate ventilation, with air circulating continuously.

Centre Information

Please fill in the below information and return to the office

**Name:**

**Child's Name:**

**Email Address:**

	<b>Newsletters</b>	<b>Statements</b>	<b>Notices</b>	<b>Child Information</b>
<b>Emailed</b>				
<b>Printed</b>				

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**Centre Events for 2010**

Do you have any ideas or suggestions for our 2010 Calendar of Events?

**Name:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_

**Suggestions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent Input**

Do you have any skills that you could offer our centre?

**Name:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_

**Input:**

\_\_\_\_\_

# THE MEANING OF DISCIPLINE

When thinking about discipline there is usually some image of control and possibly of regimentation. In fact, the word “discipline” comes from a Latin word which meant “pupil”. It is helpful to remember this when talking about parents disciplining their children because it reminds us that the most important role of the parent is to teach.

Punishment is typically used to keep control of the classroom or the child at home, but fear of punishment is not an effective motivator. In fact, it distracts from learning and can make the child resentful or rebellious. It makes them pay for their past behaviour whereas positive discipline should help them learn for the future.

This short article focuses on the teaching aspect of parenting. We all know that a good teacher will engage the person's interest and, because people learn in different ways, use a number of strategies to promote learning.

Teaching by example is a powerful technique. The parent is the centre of the small child's world and they continually learn as they copy what they see. Parents enjoy this as babies respond to smiles and chatter. Unfortunately, toddlers and older children often seem to learn more quickly from emotional or “bad” behaviour than the quiet, polite, “good” behaviour! As a result, parents need to repeatedly reinforce the desired behaviour in other ways.

Children will learn in complex ways from other peoples' responses to their behaviour. As they reach kindergarten and school, they will find out that other children usually enjoy playing with a person who shares well. Generally, they will modify their own behaviour as they realise what works well. They will feel good if they are praised or when they get needs met but their reactions may be complicated by such things as being tired, hungry, frustrated, irritable or over excited. Understanding their needs is a good first step to being able to work positively on behaviour. For example, if a child is cranky after school they might benefit from having quiet time and a snack before they can talk about their feelings or be expected to be patient with their siblings.

Parents can often set up play situations to teach social and other skills. This is a very effective way of introducing a new event (eg. going to school) or reinforcing rules (eg. what we do when we go to the supermarket). Make it fun and interesting and you can repeat it so that it is well understood and familiar. After this, the child can follow the routine when they are in the more challenging real situation.

Establishing clear rules and routines helps the child to know what is expected and reduces the potential for arguments. Children will learn better from clear, specific, positive instructions that tell them what they should be doing rather than criticisms that point out what not to do. “Sit in your chair while you are eating lunch” is a better instruction than “Don't run around while you are eating”. Using “don't” also reminds the child about things they may feel like doing just because they have been told not to!

Effective verbal delivery is also very important. A child will notice a person who stands near them, uses an assertive voice and says their name at the start of the interaction. They may need time to mentally “change gears” so it is good to allow a little time for them to react and co-operate.

There are other imaginative ways of teaching children about ways to behave. They may enjoy having pictorial reminders up in strategic places so that the parent does not feel they continually have to nag. They will like hearing stories about characters who deal with problems and there are many books to choose from at Libraries and bookshops.

## F&N1.2 Meals, Snacks & Water Policy FOOD & NUTRITION

### POLICY & PROCEDURE

#### Source:

1. Staying Healthy in Childcare 4<sup>th</sup> Edition Dec 2005
2. Childcare & Healthy Eating Fact Sheet July 2006 from the Better Health Channel Website – [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)
3. Kids - 'Go for your life'  
Diabetes Australia Vic and The Cancer Council Victoria

Issue Date: August 2009

Review Date: July 2010

QIAS Principles: 1.1, 1.4, 2.1, 6.1

#### **Objective**

For meal and snack times to be happy, social occasions that promote healthy eating habits and incorporate a variety of learning opportunities.

#### **Explanation**

When children gather together to eat and drink, it is an opportunity for social interactions and language development exists. Staff need to create an atmosphere that is relaxed and home-like.

#### **Implementation**

1. Staff will clean the tables that are to be used and set tables to create an atmosphere for mealtimes - flowers, tablecloths, soft music.
2. Staff and children will wash their hands prior to eating and drinking.
3. Children will be encouraged to help set the tables, serve the food, feed themselves and assist to clear away the dishes.
4. Social and language skills will be encouraged by staff - sharing, negotiating, estimating, food tastes and textures.
5. Staff will sit with children and partake in positive interactions where possible and ensure children are not rushed at meal times.
6. Staff will discuss the nutritional aspects of food with the children during mealtimes.
7. Staff will teach the children to turn away from food when they cough or sneeze, and then to wash and dry their hands.
8. Water will be available at all times and children will be encouraged to drink, especially in hot weather.
9. Water or plain mil will be provided with all meals and snacks. Sweetened drinks such as fruit juices, soft drinks and cordials are not provided to children.
10. Individual needs for food and drink will be considered, along with regular snack and mealtimes in the daily schedule.
11. Details of food eaten will be supplied to parents on Children's Day Sheets.
12. Families will be asked to share ideas for menu planning and culturally diverse foods, if the centre provided the food.
13. Information on the importance of children's nutrition and good eating habits will be provided regularly to all families via newsletters, notice board displays and discussions.

#### **Associated Forms**

COM F1.6 Children's Day Sheet - Under 3

COM F1.7 Children's Day Sheet - Over 3

Prepared By: GCA Version: 1.3 Page Number: 1 of 1