

June 2010  
July 2010



Kids Club Torquay  
3-5 Attunga Drive  
Torquay, VIC 328

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03 5261 9822

## Kids Club Torquay

### Kids Club Torquay 2010

#### REMINDERS TO PARENTS

##### Kinder Readiness

Tuesday 17<sup>th</sup> August, 2010

7.00pm-8.30pm

Presented by Caroline Roberts

RSVP and questions can be sent to Rhona Pedretti 5261 0548 or [rpedretti@surfcoast.vic.gov.au](mailto:rpedretti@surfcoast.vic.gov.au)

##### 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 adequate notice. 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.

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## Centre Availability

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

\* 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

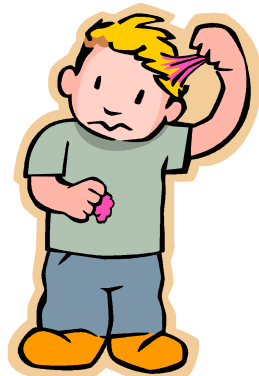
Feedback forms are available in the centre foyer and we encourage parents to provide feedback to the centre manager on any policy at any time.

### Important events coming up: July 2010

**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.



**Nursery news**

The winter is really here now and we've had some really cold days. We'd like to remind parents to put in warm jackets and beanies for your children as we still go outside unless its raining .If you could make sure they are clearly named that would be appreciated. Even if it's cold we just go out for half an hour to get some fresh air. Could everyone please bring a nappy for home time in their bag also.

We'd like to welcome some new children to the group, Joseph, Grace and Lyla. We are looking forward to getting to know you and your families.

There have been a few birthdays, we hope you all had fun on your special day. Happy 2<sup>nd</sup> birthday to Emma Sc and Happy 1<sup>st</sup> birthday to Airlie, Sam and Xavier G.

If you could keep us up to date with your children's sleep routines and if they have progressed to cows milk that would be great. We'd also like to remind all parents to please make sure you sign your child in and out.

The children have all had fun in home corner this month making cakes for each other and then the last couple of weeks going to the café and having a coffee! This has encouraged them to engage in dramatic play with each other and learn through imitating life experiences.

We've been doing lots of artwork with sponge rollers, large brushes and stampers. If you have time please take the time to look around the room at the children's creations. Painting using a variety of mediums explores the concept of mark making and develops the children's pre writing skills.

Outside we have been doing lots of climbing on the fort and riding on the bikes refining strength agility and balance. Also the balls are very popular. We have been working with the children to co-ordinate control to kick a ball.

Favourite songs this month have been Heads and Shoulders, Five Fat Sausages and Five Cheeky monkeys. We try and have a group time every day and the older ones are great at the actions and some can even sing the songs along with us. There have been lots of picture books on the shelf to give the children the opportunity to explore books independently and experience one to one story telling.

This month we have used the finger puppets for the first time and they have been a big hit. The children love putting them on their fingers, making animal noises or singing to each other and us.

The group are all such great eaters with favourites being Mexican Con carne and Tuna Mornay. The new winter menu has some really great meals on it with lots of new foods to try. If anyone ever wants any of the recipes just let us know.

Please feel free to approach us at anytime with questions or concerns. You are also welcome to phone at any time through the day to see how your child is going.

Until next time, take care.  
Lisa, Jayne,Annie.



**Toddler Room News**

Hi everyone,

This month we have had some fun days at Kids Club, like Red Nose Day, where we all came dressed in red and had our face painted. Our Fire Truck visit, and Come as your Favourite Book Character day. There is a calendar that shows the upcoming events up on the wall in the Toddler room, if any of the parents are interested knowing what events are coming up.

In the Toddler room, we have been cutting, pasting and painting some sea creatures to hang up around the room. The children have been working together, improving their language and social skills, by offering ideas and putting the sea creatures together. If any parents have any ideas to offer they are also welcome

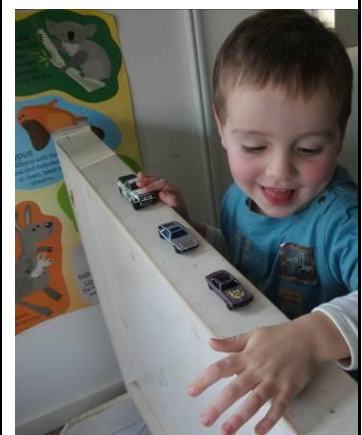
Some of the developmental areas that we have been working on with the children are their fine motor skills, by threading, painting and pasting. Improving their gross motor skills by balancing, climbing, riding, pouring, and also improving their social and emotional development by encouraging the children to play together have a home corner for them to interact and cooperate in a play experience.

If any parents have any spare materials in your home or your work, dropping it off would be much appreciated. From my experience, natural materials create a calm atmosphere, the experiences are more aesthetically pleasing and children become more involved in play. Any materials are welcome from black boards to cardboard boxes and spare scrap materials. The only thing I urge you not to bring is anything that the children may be allergic to, such as, anything that may contain traces of nuts or eggs- such as egg cartons and chocolate wrappers and cereal boxes.

Just a friendly reminder to all parents to please bring in your child's hat every morning, to put jackets in their bags, check your parent pockets on a regular basis, and if your child is toilet training, to also put enough clothing in their bags to last them the day.

From the toddler girls

Leah, Alana and Millie



**Pre-Kinder Room News**

Hello everyone,

A big Happy Birthday to Madison B who turns 3 in July and to Nash and Isobelle D who are turning 4.

Pre-Kinder children have been busy using their Fine Motor Skills and creativity thinking, decorating spaceships, planets, aliens and stars for our 'space' display.

Creative skills and self expression have also been used painting with small and large brushes, sponges and cotton buds.

Children seemed to enjoy pasting and putting pieces of a cat picture together, then decorating. An experience to enhance both listening and thinking skills as well as Fine Motor Skills and Creativity.

In the past week our dolls house with people, clogs and cats has been very popular. This experience enhances Social skills, Language Development and imaginative play. Children have been busy in our home corner with dress ups and cooking in our 'Kitchen'. We have seen lots of role play, dramatic play and Imagination being used.

Drawing is set up for the children to be involved in at all times and this is always a popular experience. Drawing enhances Fine Motor Development, self expression and creativity. We are also seeing some children more from the scribbling stage of drawing to more of a representational or symbolic stage of drawing. We have started working with the children on tracing their name. There are a few children that can write their name which is fantastic!

I am in the process of laminating the children's names in dot form so they can practice tracing their name with white board markers. This will help eye-hand coordination and recognition of their name. Ange. R is in the process of making a snowman with the children using paper mache, coloured paper and paint. The children seem to be enjoying this experience, enhancing creativity and self expression.

We are currently working on 'jumping jims' 'j' sound and letter J in Letterland. The children continue to do well with the sounds and letters and seem to be enjoying the program. In the coming weeks we will work on counting 10-20 and number recognition 1-10. We will continue to work on shapes, days of the week and seasons.

A variety of books are available at all times for the children enhancing Language Development and Self Expression.

Favourite books for the month have been, 'There's a sea in my bedroom', 'Rainbow Frogs' and 'Australian animals'. If your child would like to bring a story from home to share with us we encourage this, just please ensure the book is named so it is not misplaced.

Outdoors the children have been busy with chalk drawing, sand play, ball games, running games, climbing and reading stories in the cubby house.

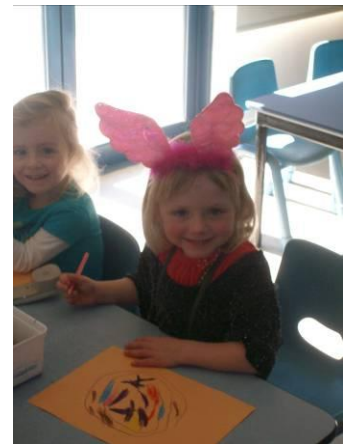
In the coming weeks the children will be working on a multicultural experience for the display on our windows, string painting, tracing and cutting, shape matching just to name a few.

We look forward to 'Crazy Hair Day' on the 5<sup>th</sup> July and 'Pyjama day' on the 13<sup>th</sup>.

If you have any questions or suggestions please come and see us.

Until next time,

Take care,  
Ange and Ange



**Kinder Room News**

Hello to everyone for the month of July,  
Wow, we can't believe we are halfway through this year  
already....time fly's when you are having fun!!

A BIG welcome to our new friends that have started in Kinder, we  
look forward to knowing you and your families.

We would like to say Happy 5<sup>th</sup> Birthday to: Stephanie R, Agnes  
A, Abbey P, Georgia Y and Jessie T. All of your Kinder friends  
hope you have a FUNtastic day!!

Last month, the Kinder children really enjoyed dressing up in red  
for Red Nose Day. We also had a Teddy Bears Picnic with Hey-  
dee-ho and played activities with our teddies all day.

This month we have Crazy Hair Day on Monday 05<sup>th</sup> which is  
always a favourite along with Pyjama Day on Tuesday 13<sup>th</sup>. We  
will also be participating in Little Athletics Day on Friday 23<sup>rd</sup>,  
where the children will be doing egg and spoon races, running  
races and other events for the day, so don't forget your running  
shoes! We will also be learning about trees and the environment  
for Tree Day on Friday 30<sup>th</sup>.

Just a reminder to parents to encourage your child to bring in  
their own drink bottles, jackets and beanies – all named – for  
outside play.

We will be concentrating on the School Readiness Program so  
thankyou to all that have handed back the form or spoken to Sue  
regarding your child going to Primary School next year. If you  
have not done so, please see Sue to discuss your child and their  
progress. We will be holding Parent / Teacher interviews in  
November again but if you have any questions or queries on your  
child's development for school please come and see Sue to  
arrange an interview.

The Kinder children have been learning Sign Language and have  
started signing the letters of their names. We have also been  
learning colours and songs in Sign which the children have  
picked up really quickly and seem willing to learn more.

Julie has been doing a lot of Art and Craft with the Kinder children  
which have been about Winter activities. Please take your time to  
look at your child's artwork that is displayed around the room,  
they have all been very creative and the work looks so good.

Until next time,

Sue, Julie and the Kinder kids



**FROM THE KITCHEN:**

**Please see front notice board and all rooms for our Winter menu**

**Pumpkin / Broccoli / Lentil Risotto**

**5-5-2010**

**Serves 70**

**Children**

**Ingredients:**

- \*12 cups rice
- \*½ dessertspoon
- \*ground white pepper
- \*4 dessertspoons vegeta (vegetable stock powder)
- \*pumpkin peeled, cubed
- \*1 x 1kg pkt lentils (soaked in hot water overnight)
- \*8 x 40g pkt French onion soup mix
- \*1 kg broccoli (chopped in food processor)
- \*2-3 onions chopped
- \*2 dessertspoons minced garlic
- \*grated parmesan cheese
- \*2 x 420g tinned Bake Beans
- \*2 x 415g tinned tomato soup

**Method:**

- Soak lentils in boiling water over night in large stainless steel bowl, cover, and label.
- Cook rice in boiling water until tender, drain and divide evenly into 2 large stainless steel bowls.
- Drain lentils put into a large saucepan, cover with hot water and bring to boil, simmer until tender, drain and divide into bowls that has rice in them.
- In large saucepan fry garlic and onion in a little canola oil, pumpkin (that has been chopped finely in food processor), French onion soup mix and vegeta. Cover with water and cook until tender. Divide evenly into bowls that have rice/lentils.
- In saucepan put broccoli, cover with water and add baked beans, tomato soup and ground white pepper, cook until tender. Divide in bowls that have rice/lentils and pumpkin in them, mix well.
- Divide risotto evenly into glass oven bake dishes, cover with parmesan cheese and bake in 180° oven for 15mins.

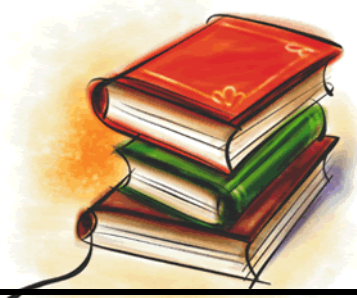
**Serve**

**\* Please feel free to ask at the centre for any recipes that we cook at the centre, we will give you a copy. 😊**



**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



## 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 fruticosa</i>	Gomphocarpus fruticosa, 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
<i>Gloriosa superba</i>	Climbing lily, Glory lily
<i>Gomphocarpus fruticosa</i>	Asclepias fruticosa, 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

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<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>Ricinus 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.

#### 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

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- 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.



June 2010

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 staff at Kids Club Torquay are committed to ensuring that your children are cared for in a secure, comfortable, caring and safe environment. The programs will be based on the individual needs and interests of your child. We believe that every family member, child, visitor and employee is an individual, bringing a variety of skills, knowledge and understanding related to that person's unique experience of life.

Kids Club will value that uniqueness and nurture future growth through accepting the individual, recognizing interest areas, developing respectful interactions, supporting ongoing learning, offering inclusive programmes and promoting teamwork.

Our Policy is one of non-discrimination; all children have access to our centre regardless of sex, religion, disability, medical conditions or socio-economic status.

Particular focus is placed on promoting independence, creativity, imagination, self esteem and the development of healthy relationships. This will be achieved through regular documented observations on your child (in the form of written anecdotal records, photographs, transcribed conversations and work portfolio's). Staff will guide children's behaviour in a respectful manner that encourages the children to make appropriate choices. Children will not be subjected to any form of physical or emotional abuse. (Please see our comprehensive behaviour guidance policy).

All program plans have structured play experiences and child initiated experiences which encourage independent choices.

The service will provide nutritionally balanced meals and older children will be encouraged to assist with the table setting preparation and serving of their own meals. We will endeavor to make meal times as enjoyable and relaxed as possible.

At Kids Club Torquay it is not possible to achieve a completely allergen-free environment but we have a range of procedures and risk minimization strategies will be adopted to reduce the risk of a child having an anaphylactic reaction.

We encourage parents to become actively involved in the program and are happy to discuss any concerns or requests that you may have. Please let staff members know if you have any suggestions to improve the programs being offered. All suggestions will be considered.

We encourage all children to participate in learning experiences whilst playing. A range of activities are offered in our programs indoor and outdoors, to promote developmental areas, fine motor, gross motor, social and emotional, language, physical, cognitive, creative, solitary, parallel and group play. Program plans are flexible and allow for spontaneous activities, all spontaneous experiences are written on the plan in the spontaneous section.

All children are encouraged to interact at all experiences to develop their competency and self esteem helping each child to become a successful learner.

All staff respect and value each individual child to make them feel safe and encourage self-esteem.

Date- June 2010

Review Date- June 2011

# 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.

In addition, many other Parenting Articles in this series have been written about managing behaviour and have given excellent tips. It is worth looking at some on the Council website (address below) – see especially Nos. 18, 19, 25, 58 and 97.

For a complete list or regional Parenting Service articles go to the City of Greater Geelong website

[www.geelongaustralia.com.au/community/family/services/article/8cbc84b53070368.aspx](http://www.geelongaustralia.com.au/community/family/services/article/8cbc84b53070368.aspx)

## 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