



Beaconhill Drive Children's Centre
 2 Beaconhill Drive 3807
 (03) 9707 5532
 beaconhilldrivecc@gcaweb.com.au

Beaconhill Drive Children's Centre

Centre Manager News

Time is definitely flying by.....who can believe it is already half way through the year!

At the end of last month we farewelled Jody who left to go and have her baby.

However we welcomed Maggie, who has taken over as group leader in the preschool room. Currently Maggie is only working 4 days a week: Mon-Thurs due to quite numbers on a Friday. Please, if you haven't already, introduce yourself to Maggie.

Well I hope you enjoy the month ahead and please remember that I am always here to assist you with your comments, concerns and feedback.

Thankyou

Laura Kearney
 Centre Manager

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 are available.

If you require a casual booking please call to check the day before.

Room/ Days	Mon	Tues	Wed	Thurs	Fri
Nursery 1	*			*	*
Toddler 1	*			*	*
Toddler 2				*	*
Junior Kinder	*	*	*	*	*
Pre-School	*	*	*	*	*

* Indicates availability on that day

Please Note: These vacancies may change daily.

Inside this issue:	Pg
Policy Reviews	2
Reminders	
Coming Events	
Nursery 1 Room News	3
Toddler 1&2 Room News	
Junior Kinder Room News	4
News From the kitchen	
Preschool Room News	5
Upcoming Birthdays	
Song of the Month	6
Art Ideas	
Staff Corner	
Personal Hygiene information	7
Playground Safety	8 -9
Policies	10-12



Philosophy, Broad Goals and Policy Reviews

For June we will be reviewing our

- ◆ Programming Policies

We have attached our Programming and evaluation policy and our anti bias policy but you can view the other policies in the office or foyer. Please take time to read these and supply us with any feedback you may have.

REMINDERS TO PARENTS

Fee Payments

Families MUST pay by Direct Debit and always be 2 weeks in advance. If you only pay monthly fees must be one month in advance. Please see me so we can figure out a suitable option to bring you in advance as required.

Child sick days

If your child is going to be away sick please call the centre prior to 10am on the day. It is policy of the centre that even if your child is absent fees will still be charged for that day.

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. This is a requirement for any child in care. Please contact your local Family Assistance office or centrelink for more information.

Extra Bookings

If you are requiring extra bookings please notify the centre manager asap so we can try our best to accommodate you. Unfortunately at times we may not be able to assist you with these due to already being full on that day.

Parent Referrals

If you refer a new family to our wonderful centre and they take up a permanent booking, you will be entitled to \$100 discount on your account. This will be entered after one month of care.



Important events coming up: **JUNE 2010**

- 2nd: Plant a flower day- for world environment day
- 14th: Queen's Birthday- centre closed
- 15th: Royal Dress-Up day
- 25th: Red Nose day- come dressed in red to the centre

June 2010

Nursery 1 Room News

Hi again everyone.

What a great month we have had. I would like to welcome all the new children in to our room: Milla, Tyler, Tamara and Madeline. Also we would like to give a big welcome back to Pierce. All of the children have settled in really well and it has been fantastic to see all the new families enjoying the centre!

As the room is filling up we have been giving orientation to the older children, letting them go up and visit Nicki in the toddler room. I am happy to announce that they have been having lots of fun and are settling in really well. Orientations will continue in the coming weeks, but please if you have any concern please come and speak with Janet, Karlee, Laura or myself.

As the weather is getting colder we will be spending more time inside, however we will grab any chance to have a quick run outdoors so please can we all remember to bring in hats and coats as well as some changes of clothes. I also ask that all clothing be named, as well as bottles, dummies and comfort toys.

I hope you are all enjoying the new setup of the room, the children have really been enjoying it and exploring different areas.

Have a great month and we will talk again soon.

Mel, Karlee & Janet

Toddler 1 & 2 Room News

This month has seen many changes occur across both the toddler one and two rooms. The biggest change for both was moving into new rooms! Everyone has settled in really well, and all children are enjoying the new activities and equipment provided in each room.

We have also welcomed some new friends into the toddler 2 room. Mitchell, India and Angus have joined us and have all settled in really well and have enjoyed getting to know their new friends and carers!

As the weather is getting colder, outdoor play is beginning to be limited, however please still ensure that children are bringing jumpers, jackets, hats and beanies, and that these are all named so they don't get lost.

Recently I have noticed that spare clothes have not been brought in the child's bag, can I please ask that each time your child attends the centre that they have at least 2 changes of clothes in their bags as we are limited at the centre with spare clothes.

Please remember that we are always here to assist you with your needs, concerns or feedback so please feel free to approach us in regards to anything or alternatively please see Laura in the office.

Regards
Nicki , Jenny & Shei Lee
Emma & Janet.



Junior Kinder Room News

What a busy month we have had!

We welcomed student 'Jennifer' into our room on Tuesdays. Jennifer is studying her certificate 3 in Children's Services. It has been nice to have someone new in our room to help out.

The room was 'a buzz' with the expectation of the Easter Bunny's arrival. The children worked diligently on their Easter surprises for mum and dad. How beautiful did they look? Of course the Easter bunny came and visited us and left lots of eggs. It was so much fun looking to find where he had hidden them and even more fun eating them!!

We also had a special visit from the responsible pet safety program lady and her dog Harvey. We sat on the mat and listened to a story about dog safety, and did some singing and dancing. The most exciting part was when we got to pat Harvey the way we had been taught how to.

Please ensure all children's coats and jumpers are named. This is due to the weather changing so frequently children are continually taking off and putting these back on and unfortunately at times can get misplaced.

As you have heard the Junior Kinder room will be moving to the back of the centre. Please be patient with the current room as I remove things off walls to display in our new bigger room! Very exciting.

Thanks and till next time

Jo

FROM THE KITCHEN:

Strawberry Banana Slushy

This delicious strawberry banana slushy is full of antioxidants and vitamins. You can use a variety of fruits instead of strawberries. Use fruit that is in season. You can use frozen page during the winter months.

Ingredients:

- 1 frozen banana
- 6 or more frozen strawberries
- other fruits of your choice (optional)
- 1 cup or less of your favorite juice - apple works great

Directions:

1. If you are using other fruit drop it into the blender now with about 1/2 cup of the juice.
2. Blend for a few seconds. Add the frozen banana and strawberries and blend.
3. Add more juice if needed. You want your slushy to be about the thickness of a milkshake.

NOTE: To make using frozen bananas a snap - peel before freezing.



Pre-School Room News

Maggie started with our fantastic centre in the last week of May. She will be working Monday to Thursday.

Maggie has been spending time sorting out the many cupboards of toys in the room and has begun to rearrange the layout to ensure the best possible environment is provided to the children.

If you haven't had a chance to meet and greet Maggie please do so, and remember if there are any concerns, comments or feedback please approach her as she is happy to help.

The preschool children have been having a ball in the preschool room and have been very creative, making space pictures and engaging in imaginative play.

They have also been enjoying creating capes, bags, and glasses by using paper, sticky tape, glue and ribbon. They then pretended to be super heroes!

We welcomed a new friend to our room, Max, who some of the preschoolers already knew from their Kindergarten next door. They were all very excited to have him here to play with as well.

In the next month Maggie will be continuing to focus on getting to know each child and focusing on the room limits and school readiness experiences with them.

We hope you have a fantastic month, until next time

Laura & Maggie

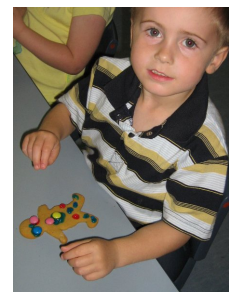
Happy Birthday to You!!

Happy Birthday to you, Happy Birthday to you,
Happy Birthday to:

Matilda Ott	1 yr
Harrison McLean	2 yrs
Flynn Murphy	2 yrs
Beau Learmonth	2 yrs
Oliver Maggs	3 yrs
Angus Barrett	3 yrs
Regan Munns	3 yrs
Casey Armstrong	4 yrs
Keely Flynn	4 yrs
Sienna Bowden	4 yrs
Jenna White	4 yrs

Happy Birthday to You.

We wish you a fantastic Birthday from all the staff at Beaconhill Drive Children's Centre.



June 2010

Song of the Month

During the day we engage in many group times- planned and spontaneous. We read many stories and sing lots of songs. Below is one of the many songs that we may sing throughout the day:

Shake my sillies out

I'm going to shake, shake, shake my sillies out,

Shake, shake, shake my sillies out,

Shake, shake, shake my sillies out,

Wiggle my waggles away. (jump my juggles out, Nod my naughties out clap my crinkles out)

Art Idea of the Month

Marble Paper

You'll need:

- A few sheets of paper
- Oil paints
- A flat tray with raised edges

Method:

Step 1: Fill the tray with water and add a few drops of oil paint. If you want a multi-colour effect add drops of different colours.

Step 2: Take a sheet of handmade paper and dip it into the water completely.

Take it out immediately and leave it to dry by clipping it to the clothes line.

You will see a marble-like print on the paper, in all the brilliant colours that you put into the water.

Try it out with different combinations of colours and use it for letter writing.

Handmade paper is preferred to other types of paper because it absorbs the colour well. However, you can try it out on different papers to see what happens.

Staff Corner

Babies (0-18mth):	Mel & Karlee & Janet
Toddler 1:	Emma & Janet
Toddler 2:	Nicki, Jenny & Shei-lee
Junior Kinder (3-4yr):	Jo
Preschool (4-5 yr):	Maggie
Kitchen:	Annette
Breaks:	Emma, Laura M
Centre Manager:	Laura K
Relievers:	Jacinta, Kate & Jayde

June 2010
Personal hygiene

One of the most effective ways we have to protect ourselves and others from illness is good personal hygiene. This means washing your hands, especially, but also your body. It means being careful not to cough or sneeze on others, cleaning things that you touch if you are unwell, putting items such as tissues (that may have germs) into a bin, and using protection (like gloves or condoms) when you might be at risk of catching an infection.

Personal hygiene, such as bathing, is very much dependent on the culture in which you live. In some cultures, it is expected that you will wash your body at least every day and use deodorants to stop body smells. Other cultures have different expectations.

Body odour

Body smells are caused by a number of factors working in combination, including:

- Chemicals in sweat, including pheromones, which are made by the body and sexually attract (or repel) other people.
- Wastes excreted through the skin, such as metabolised alcohol.
- The actions of bacteria that live on the skin and feed on dead skin cells and sweat.
- Unwashed clothes, such as underwear and socks.

Hand washing

Most infections, especially colds and gastroenteritis, are caught when we put our unwashed hands, which have germs on them, to our mouth. Some infections are caught when other people's dirty hands touch the food we eat. Hands and wrists should be washed with clean soap and water, using a brush if your fingernails are dirty. Dry your hands with something clean, such as paper towels or hot air dryers. You should always wash your hands:

- After using the toilet
- Before making or eating food
- After handling dogs or other animals
- If you have been around someone who is coughing or has a cold.

Bad breath

Personal hygiene

Good dental hygiene includes regular brushing and flossing. Bad breath can be caused by diseases of the teeth, gums and mouth, such as infections. Most people have bad breath first thing in the morning because saliva is not made while you're asleep. Some foods that can cause bad breath include garlic and onion. Mouth washes, mouth sprays and flavoured chewing gum can make your breath smell better for a while, but if you have a health problem in your mouth, you need to see your dentist.

Travelling hygiene

When travelling overseas, take special care if you're not sure whether the water is safe.

Suggestions include:

- Drink only bottled water.
- Don't use tap water to clean your teeth.
- When you wash your hands, make sure they are totally dry before you touch any food.
- Don't wash fruit or vegetables in unsafe water.
- If you have no other water source, make sure the water is boiled before you drink it by holding it at a rolling boil for one minute.
- Make sure any dishes, cups or other utensils are totally dry after they are washed.

Where to get help

- Your doctor
- Dentist.

Things to remember

- Good personal hygiene is one of the most effective ways to protect ourselves and others from many illnesses, such as gastroenteritis.
- Wash your hands regularly, especially before preparing or eating food and after going to the toilet.

This page has been produced in consultation with, and approved by:
Better Health Channel

PLAYGROUND SAFE PLAY

Enthusiasm on gaining access to new play areas and equipment can often lead to injuries. When young children start at a new school or visit a park with friends, they may have access to equipment that poses more challenges. It is important for children to learn to play responsibly, however active adult supervision is essential. There is no substitute for supervision.

Teach children to use play areas and play equipment safely and to play suitable games. Let them think up a set of rules that they will agree to accept. Always stress why certain behaviours are inappropriate.

Benefits of Play

Play is a vital part of childhood and growing up.

Play provides opportunities for children to:

- Learn about themselves, others and the environment
- Stimulate their imagination and satisfy their curiosity
- Generate rules appropriate to a variety of situations
- Appreciate safety as part of their play experience
- Be challenged to extend and enhance their present abilities
- Develop logical thinking processes
- Develop and refine their social skills
- Experience enjoyment, success and build self esteem
- Experience creative and dramatic play
- Be able to interact with adults in their play area
- Be a confident leader, individual or team member

Through play, children develop physical, cognitive, social, and emotional skills. To provide children with this learning environment a play space should incorporate areas for active, free, quiet, social, imaginative, creative, exploratory and natural play. This will allow children to learn while using their imagination. By inviting a child to use their initiative and explore possibilities we are providing them with the best opportunities to learn. Remember your own childhood. Where was your favourite place to play? 'Get down on your hands & knees and view the environment from a child's perspective.' (Miers,1992).

Types of Play

Active and free play areas

These include open grassed areas for running, informal ball games as well as sloped areas for rolling. Do you remember how much fun it was to run down a grassy slope with your arms outstretched feeling the wind on your face? These open spaces encourage spontaneous play and often appeal to older age groups.

Quiet Areas

Quiet areas allow the child to be alone for reading, observing and interacting with the environment; this in turn can support emotional development. A great variety of trees, shrubs and ground cover will provide scents, textures, forms, colours and sound to provide the infrastructure for imaginative and creative play.

Social Play Areas

These include cubbies, shops and amphitheatres that encourage children to ask questions, develop language, laugh, cooperate, take turns and build self esteem.

Imaginative, Creative, Exploratory and Natural Play Areas

These areas are often the most neglected form in children's play spaces. They can be inexpensive, requiring some imagination on your part as well as a lot of commitment and enthusiasm. Plantings can provide scents, textures, forms, colours and wildlife in your play space. Think about sensibly arranged smooth rocks and logs and sound using wind chimes/socks etc. The natural play environment provides not only a setting for quality play but also offers diversity for a child's developmental needs.

Safe Play Rules

- Always supervise your child
- Use equipment safely and sensibly
- Take turns on the equipment
- Share with others and wait your turn to use equipment
- Play gently without violence - pushing and pulling can cause falls
- Respect the needs of others
- Play fairly and include others
- Proper footwear and clothing to be worn while using play equipment; no loose clothing or hats with cords attached to prevent the risk of entrapment or strangulation
- Use equipment for its intended use
- Always tell an adult if you see anything wrong or damaged with the play equipment

Safety Tips

- Play away from cars
- Report damaged or broken equipment
- Look after friends, especially little friends
- Be aware of other children playing, particularly near swings or other moving pieces of equipment
- Make sure your child is not wearing clothing or hats with cords attached that could cause entrapment or strangulation if caught in equipment
- Rough games should be played where the ground is soft and there is nothing hard to fall on
- Ball games need lots of space
- Chasing games are better played away from other people and buildings
- Quiet games and boisterous games don't really mix
- Try not to spoil someone else's game with your own
- Protect children from the sun with appropriate clothes, hat and sunscreen.

PRG 1.7 Planning, Implementation & Evaluation Policy

**P R O G R A M M I N G
P O L I C Y & P R O C E D U R E**

Reference: State Specific Childcare Regulations & Act as per SCH1.1 State Based Regulations & Legislation Schedule

Issue Date: September 2009

Review Date: June 2010

QIAS Principles: 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.2, 7.3,

Source: 1. Early Childhood Australia Position Statements – www.earlychildhoodaustralia.org.au
 - Physical Environment for Centre Based Early Childhood Services August 2007
 - Language & Literacy May 2007
 - Cultural Diversity July 2007
 - Gender Equity July 2007
 2. Helping Children Make Transitions Between Activities Brief – United States Child Care Bureau

Objective

To plan developmental and educational programs based on children’s needs, skills, knowledge and interests and evaluate the program against set outcomes for children.

Explanation

Each child is to be viewed as an individual who will develop and learn at their own pace along a range of growth in all areas of development - cognitive, language, physical, social, emotional and self-help skills. Each child will have different potential and ability within the multiple intelligence areas and staff will challenge and extend these skills and interests.

Implementation

1. Staff will speak to families, at enrolment and frequently thereafter, to assess the skills, needs and interests of each individual child and to understand the expectations of the family. This information will be documented.
2. Staff will keep observational records, in a variety of forms, for all children. Developmental checklists will form part of this information gathering to give an overview of the child’s abilities and needs. Samples of children’s work, including photographs, can form part of the records kept. Children will be given a code for planning purposes to ensure privacy of individual information.
3. Staff will reflect on group dynamics, the child’s participation and spontaneous activities initiated by the child.
4. All records remain the property of the centre and must not leave the premises without the prior approval by the Regional Manager.
5. The child’s progress records will be handed on to the next group when a child changes rooms within the centre.
6. The centre must keep the records in a secure, confidential way.
7. A child’s progress will be shared with the family, informally and formally.
8. Parents can request access to their child’s records. A mutually agreeable time will be set up for parents and Group Leader to met and discuss the information. Parents may not take the records from the centre.
9. Staff will plan an outline for the daily structure that:
 - i. Balances individual, small group and whole group activities/tasks
 - ii. Balances indoor and outdoor, quiet and active activities
 - iii. Allows large blocks of time for children to complete projects
 - iv. Is flexible to accommodate changing needs and interests of children
 - v. Allows for transitions to routine times such as eating, toileting and resting
 - vi. Considers the centre philosophy and how it is guides daily practices

Prepared By: GCA

Version: 1.4

Page Number: 1 of 2

10. Staff will use observational data on individual children as a basis for planning developmental and educational programs for the children that:
 - i. Are age/stage appropriate
 - ii. Considers the Centre's philosophies and goals
 - iii. Covers all areas of development and intelligences
 - iv. Considers the needs and interests of all children
 - v. Considers gender equity and cultural diversity
 - vi. Considers health and hygiene as dental health
 - vii. Considers child and parent input
 - viii. Considers environmental issues, such as recycling, water conservation
 - ix. Provides sufficient variety and quantities of equipment / activities
 - x. Encourages children to think, reason, question and experiment
11. Staff will use short term and long term outcomes as a basis for planning individual, small group and large group activities. Planning will be cross-referenced to individual observations, Broad Goals, the Centre Philosophy, Personal Philosophies, Parent Input, QIAS Principles and Developmental Checklists.
12. Examples of Spontaneous Play must be recorded for each child.
13. Staff will ensure that enough materials are accessible to children to minimise disputes over their use.
14. Older children will be encouraged to participate in the planning process by contributing ideas, setting goals and assisting with evaluation.
15. The Individual and Group Plans will be in written format. The Weekly Plan will be displayed for parents to view and have input into. Parents will be encouraged to write their ideas/contributions for the programs either on a child's individual plan or feedback forms. Copies will be kept with the program plan and in the child's individual records.
16. Any reference to individual children will be coded to ensure privacy of those children/families.
17. The centre's philosophy and broad goals will be placed on the notice board in each room. The staff will also display their personal philosophy and goals in their room.
18. The program will be evaluated on a daily, weekly and on an individual basis according to the goals and outcomes that were set.
19. Evaluation will include staff observations, records, children involvement, enjoyment and learning, meeting of desired outcome, and feedback from families.
20. Evaluation will show the programs strengths and weaknesses and future plans for improvement (by whom and in what timeframe).
21. An annual Questionnaire to Families will ask for feedback about the range of services/programs offered at the centre. The collated information will be shared with all families and used as a basis for future planning.
22. The Centre Manager will audit programs on a weekly/monthly basis using the Program Review Form and this will be used in consultation with Group Leaders to extend the program and identify areas for training.
23. Review forms will be completed for Group Leaders who cease employment with the service, prior to the finishing date at the service. All documentation is to be relevant and up to date upon leaving the service.

Associated documents:

PRGF1.8 Program Review Form

PRG 1.5 Non-Bias & Gender Equity Policy		PROGRAMMING POLICY & PROCEDURE	
Reference:	State Specific Childcare Regulations & Act as per SCH1.1 State Based Regulations & Legislation Schedule	Issue Date:	July 2009
		Review Date:	June 2010
QIAS Principles:	1.3, 1.4, 1.5, 1.6, 4.2		
Source:	1. Inclusive Directions Website – www.directions.org.au 27 Jan 2009 2. Inclusion of Children Position Statement May 2007 & Gender Equity Position Statement July 2007 – Early Childhood Australia Website – www.earlychildhoodaustralia.org.au 3. Early Childhood Australia – Code of Ethics 2005		
Objective			
To ensure all people are treated equally and with a level of mutual respect. To develop a range of practices to reduce bias and prejudice and to encourage all people to communicate respectfully and fairly.			
Explanation			
It is important that children are exposed to a wide range of experiences that value their choice within the environment. Staff will respect children’s skills, abilities, preferences and knowledge and ensure that interactions and materials within the centre support gender equity and non-bias principles.			
Implementation			
<ol style="list-style-type: none"> 1. This policy will underpin the philosophy of the service to ensure that all children are treated equally. 2. Staff will identify their own biases and ensure that these are not projected within the centre. 3. Staff will accept all children as individuals and will encourage all individuals to develop to their fullest potential. 4. Staff will consult with families about their expectations for care and education and discuss the centre’s policy of inclusion and equity. 5. All children will have equal opportunity to experience all areas of the play environment. 6. Staff will respect children’s choices. 7. Staff will use a variety of learning opportunities to show gender equity (books, puzzles, discussions). 8. Staff will encourage the development of self-confidence, self-awareness, empathy and acceptance within each child. 9. Staff will role-model language, interactions and conversations that show acceptance, inclusion and gender-equity (e.g. male staff showing nurturing roles and female staff running and climbing). 10. The centre will ensure that posters, books, equipment and displays are inclusive of all people, regardless of gender, abilities or background. 11. The centre will ensure there is information available to families and staff on equity and Non-bias. 12. Staff will access supplementary workers to support children with disabilities who are included in the centre. 13. Staff will liaise with other organisations to assist in supporting children with additional needs who are enrolled or wishing to enrol at the centre 14. Staff will welcome the existence and exploration of diversity. We will help children appreciate differences and similarities through programs provided at the centre. 			
Prepared By: GCA		Version: 1.3	Page Number: 1 of 1