



Maylands
EARLY EDUCATION CENTRE

Maylands Early Education Centre

Greetings from the office

Welcome to our newsletter for June. Half way through the year already. No doubt some of our parents who are studying will be finding this time of year very busy with assignments due and exams coming up soon. Goodluck, and hope the study is going well.

A friendly reminder to please keep your fees up to date and 2 weeks in advance at all times. We have plenty of ezi - debit forms at the centre if you wish to sign up. This is our preferred payment option so if are not already on ezidebit then we encourage you to come and see Rachael in the office to fill out a form straight away.

UV Index Information

As most parents would have seen the hot weather is slowing fading away and we are heading towards a cold winter. Even though we are coming into the cold months we still have to follow the uv index this website dictates the best time to come outside.

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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.

Room/ Days	Mon	Tues	Wed	Thurs	Fri
Babies	*	*	*	*	*
Toddler	*	*	*	*	*
Kindy	*	*	*	*	*
Schoolies					

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

Come be our
Friends



Policy Review

This month we will be reviewing the programming policy



REMINDERS TO PARENTS

SUN SAFETY

Parents please note that with the cooler weather is coming upon us so remember to pack warm clothes for your children in their bags as well as dressing them appropriate for the weather conditions. Please remember that your children need to still wear a **TSHIRT OUTSIDE**, singlets and tank tops are not acceptable and these breach both the centre policy and the Cancer Foundation Guidelines please bring you child appropriately dressed to play outside failure to do so may result in your child only participating in inside play activities...



HATS

Parents please note that hats need to be brought in for outside play. These need to be supplied to the centre ASAP. If your child does not have a hat **THEY WILL NOT PLAY OUTSIDE.**

HAPPY FEET

Please note that happy feet will be on Wednesday afternoons at 4pm please see the girls to get a registration form the cost is \$7.50 per lesson

Calender of Events **July 2010**

5th Pizza and pasta making day

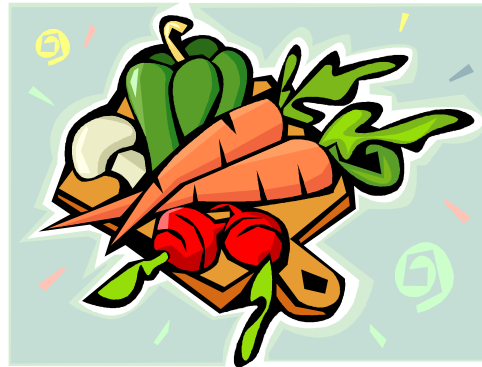
9th NADIOC day celebrations

27th Sand castle making day

Recípe

Beef and Vegetable Stir-Fry

Ingredients



1kg beef strips
1 large onion chopped
1 capsicum sliced
1 small broccoli chopped
2 carrots sliced
4 sticks celery sliced
1 cup cauliflower chopped
6 beans sliced
2 teaspoons crushed garlic
4 tablespoons soy sauce
2 teaspoons beef stock powder
1 ½ cups water
2 tablespoons corn flour

Instructions

Sauté garlic and onion for 1 minute in fry-pan sprayed with cooking spray. Add beef strips and sauté till cooked. Remove from pan and set aside. In the same fry-pan spray again, stir-fry broccoli, carrots, celery, beans and cauliflower for 3 minutes then add in capsicum, toss until tender. Stir in soy sauce and sugar. Combine corn flour, stock powder and water together then add to pan, bring to boil mixing well. Return beef to fry-pan, heat through. Serve with fluffy boiled rice

Babies' Room News

Dear parents,

Firstly we would like to welcome Taylor, Ava and Jasone to the Babies Room. We hope your time with us is enjoyable and rewarding. We would also like to say a sad goodbye and good luck to Louis and Shraddha who are turning two this month and will be moving up to the Toddlers Room. We hope you both enjoy and learn from the new opportunities you will be presented with .

This month the Babies have been extending on their language skills, we have been encouraging the Babies to repeat words after us and have been using Alphabet and Number flash cards to show the Babies what the letters and numbers look like. We have also been teaching the Babies new words and names of other Babies and Carers in the room, some of the Babies are now able to say other Babies names in the room.

The Babies have been extending on their independence skills by drinking out of open cups, using our spoons to eat with, and attempting to take off and put on our shoes and socks. The Babies are doing an awesome job 😊

Our beautiful Babies are becoming more vocal and love copying the carer's actions when we are singing songs throughout the day. The Babies especially love Open, Shut Them and Wind the Bobbin Up, the Babies are getting so clever and some even attempt to sing the song ahead of the carer 😊

Next month we will be extending the Babies Fine Motor Skills and hand-eye co-ordination through drawing, activity centres (turning knobs, flipping switches ect) and threading. We will also continue to work on our self help skills and language skills 😊

Please remember to bring in every day:

- 5 or 6 nappies
- 2 sets of spare clothes (just in case)
- Hat clearly labelled with child's name
- Water and/or Milk Bottles
- Formula if needed

Hugs and Kisses
😊 Shari and Viral 😊



Toddler Room News

Dear Parents

This month we have had four of our toddlers take the next step into becoming a big Kindy kid. We would like to congratulate Jasmine, Duaa, Bilen and Steve on your big transition. We will miss seeing your face in the toddler room but you have now reached that age where you're getting ready for school.

The previous months the toddlers have been taking steps into becoming big children and are now wearing pants a majority of the children are sitting on the toilets we only have about 6 children in nappies at the moment, some of the children that are in nappies are sitting on the toilets between changes. Parents are welcome to bring in a few changes of pants if they wish for us to begin the toilet training process and if you think that your child is ready to take the next step.

We would like to this opportunity to congratulate all of the toddlers that are in pants all day. Good job guys!!

This month we have been focusing on our counting skills, recognising different shapes and naming our colours. Mat sessions are for concentration and learning group discussions take place, games, songs and stories. Once we have done our mat session we transition to washing our hands before we eat then we transition to tables these all encourage self help and independence skills for our future.

The toddlers have really enjoyed singing the abc song. Throughout the day you will randomly hear them singing the song.

This month we have been focusing on the general day to day experiences from putting on our own shoes to washing our own hands, we are trying to encourage the children to turn the taps on and off themselves. They are good at washing there hands they get to push on the dispenser to get the soap out then they stand at the tap if it isn't turned on and wait for carer to do it then then wash and dry there hands and transition to the next experience or back to what they were doing.

We would like to inform parents that Jane will be leaving us on the 25th of this month.

Til next month take care
Rachael, Jane, Melody, Steph

Kindy Room News



Hello Parents

Firstly a big WELCOME to Yingbo, Shahad, Zai and Joanna. We hope your stay with us is full of fun and excitement.

We would also like to say HI and WELCOME to the Newest Kindy Room members! Duaa, Jasmine, Bilen and Steve have all jus moved up from the Toddlers Room. We hope you enjoy your stay with us and have lots of fun.

In the Kindy Room we have been looking at our shapes, colours and numbers! We have been trying to count to 30. We are doing really well with this. Counting at home with mum and dad would also help me. We have been also doing alot of colour sorting and learning all colours and grouping them in their colour groups. We have been looking at all the different shapes around us and pointing them out and trying to name them. This had been lots of fun looking at a table and recognising it's a rectangle.

In the Kindy Room this month we have also been looking at how our bodies move. We have been doing our "Skeleton" puzzle and jumping and moving on our trampolines to see and learn ways to move our bodies.

In the Kindy Room we promote lots of Self Help skills. These are important to learn as most Kindies go to school next year. Simple tasks of putting on our own shoes and socks are a great skill to learn. Please help me do these things at home and let me put my own shoes and socks on .Please remember that these are one of the things we need to learn in our lives' .

We have also been serving our own drinks and lunch at meal times. This is very satisfying as we can do this all by ourselves.

Also please bring in a **BAG** for your child with the following in it: 2 sets of spare clothes (in case we have an accident or get messy) and a hat clearly labelled.

Thank You, Until Next Time, Always Smile, Mel and Dani



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
- Craft recipes
- Fact sheets
- Brochures
- Copies of the current newsletter
- Parent Handbooks



PRG 1.7 Planning, Implementation & Evaluation Policy

PROGRAMING

POLICY & PROCEDURE

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 meet 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 guides daily practices
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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

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