



Rainbow Early Learning Centre
 51-55 Greensborough Hwy Macleod, 3085
rainbowelc@gcaweb.com.au
 03 9459 1384

Rainbow Early Learning Centre

Rainbow Early Learning Centre June 2010

Welcome back for the June issue of our newsletter. In the beginning of May we received an order for new equipment and furniture for the centre. The children were just as excited as the staff. These resources have enabled the girls to plan some new and exciting activities for the children. Please take the time to look at the programs for the rooms and feel free to ask the staff any questions you may have.

We are currently trialling some new strategies on how we run our rooms. We have been separating the babies from the toddlers. The baby room will house children from 6 weeks to 18 months, and the toddler room from 18 months to 3 years. Unfortunately due to the legislation on child to staff ratios in childcare children under the age of 3 are not able to move up to the kinder room. We invite parents to give the centre feedback on the changes we are making.
 Thank you
 Christine
 Centre manager

Inside this issue:	Pg
Management news	1
Centre availability	1
Policy Information	2
Resources	2
Up Coming Events	2
Baby Room News	3
Toddler Room News	4
From the Kitchen	5
Community News	5
Kinder Room News	6
Head Lice	7-8
Programing Policy	9-11



Centre Availability

We have days available in both rooms within the centre, available from 1st June, 2010. Please remember that you can also have these days as casual bookings.

Room/ Days	Mon	Tues	Wed	Thurs	Fri
Baby Room	*	*	*	*	*
Toddler Room	*	*	*	*	*
Kinder Room	*	*	*	*	*

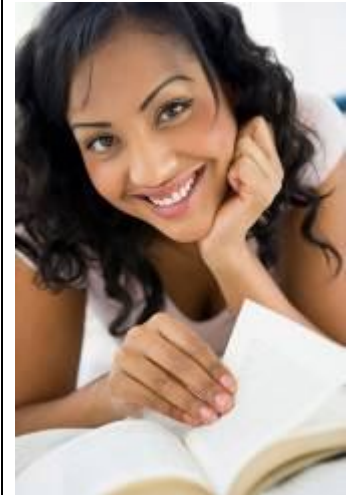
* Indicates availability on that day
 Please Note: These vacancies may change daily.



Philosophy, Broad Goals and Policy Reviews

As a part of keeping our policies and procedures current, relevant and up with industry standards, we encourage both staff and parents to have input into the review of our policies. Our policies are always available for parents to have a look at and we have policy review forms available for parents to give feedback. Staff are involved in having feedback into policies at our monthly staff meetings. If you would like to review any of the policies below you can collect a form from the foyer and return it to the suggestion box.

In June we will be focusing on policies our **Programming** policies and in May the **Administration 1- 12** section of our policies were reviewed. Updates to these policies will be available in policy folder shortly. Please check these so that you are aware of all current policies for the centre.



RESOURCES

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



- Direct Debit forms
- Fact sheets
- Brochures
- Copies of the current newsletter
- Parent Handbooks
- Centre Information
- Holiday Forms



Important events coming up: June 2010

Wednesday 9th – Grandparent day. We invite all the grandparents to Join us for an afternoon tea and a play. Come see what we do at day care.

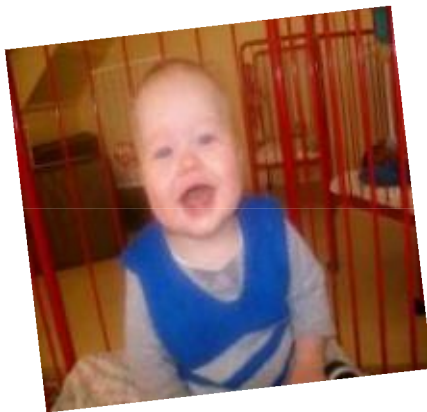
Friday 25th-Red nose day. Children are invited to wear a red nose or come with their nose painted. It is also 'red' day! So come wearing Something red to day care.



'Baby Room' News

We are happy to let you know that we now have separate rooms for toddlers and babies. Until 9:00am the rooms have family grouping time so the children are still able to enjoy each other's company. Around 5:15 pm the rooms join once again to have late snack and another play.

All of the activities that we are providing for the children in babies room are all age appropriate and specialised for the children's developmental needs. As you may be aware we received a large delivery of brand new toys which has enabled us to set up a balance of both quiet activities and group activities. The program ensures the children are able to interact with each other or may choose to play alone if they wish. The new toys consist of walkers and pushers to help our little one learn to walk. Although the weather is getting colder we still do like to take the children out for short plays so please ensure your child comes to day care with the appropriate clothing and shoes. The boxes that you place your child's belongings in are now inside just as you enter the door way.



We are very excited about the progress that are babies are making. They have begun to walk freely around the room and no longer require the assistance of a chair or table to be mobile.

Congratulations to Heidi who is walking all by herself and to Rose. Well done! Shirya is beginning to get a little more daring and takes steps on her own and Chloe is standing with the help of a chair. Congratulations to Tobi who is also standing up with confidence. We are so proud of each and every little person in the baby's room as they reach new and exciting milestones each and every day.

Bon voyage to all the families that are taking holidays this month. Some of the destinations include QLD, India and Bali! Lucky people we hope you have a great time whilst you are away.

Thank you from
Sabah, Emma and Linda.

"Happy Birthday"

The staff in the Baby and toddler room would like to say Happy Birthday to:

Tyson, Alexandra and Lucy.

We hope you all have a fantastic day on your birthday.



Baa Baa black sheep
have you any wool?
Yes sir yes sir three bags
full.

One for the master and
one for the dame,
And one for the little boy
who lives down the lane.

Thankyou said the
master, thank you said
the dame, and thank you
said the little boy who
lived down the lane.



'Toddler room News'

Dear parents and Families,



As of the 10th of My you would have noticed that we have been trialling a separate babies & toddlers room. We believe this is working very well and is more settling for both the younger and older children. The children will be learning different things and enjoying more advanced programs. The split enables us to focus more on developing our language, cognitive, and gross motor skills. We would welcome any feedback or suggestions that you may have for the program. This month the children will be focusing on learning their alphabet through song and counting 1-10. We will be exploring colours through books at group time and on our beds before rest time. We have been practising our fine motor skills through the use of pencils and crayons.

A quick reminder to please remember to bring a warm hat and a jacket for your child. Even though the weather outside is a little chilly, the children still enjoy short plays throughout the day. If your child does not have a drink bottle here this is also important as the children take these outside with them whilst they are out.

If you have not received a 'likes and dislikes' survey for your child please see the staff in the rooms. These surveys help us to program things for your child's interests and needs so therefore are valuable to the staff.



Thankyou
From the toddler room staff,
Shirley, Brooke and Anne.

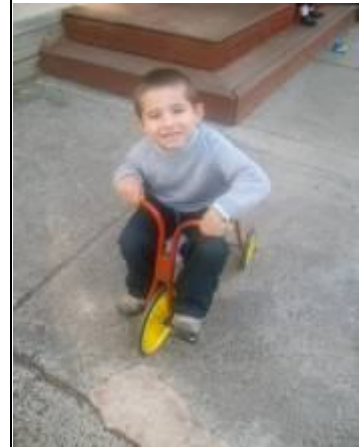


No cook play dough
Recipe

- 2 cups plain flour
- 1 cup salt
- 1Tbs cooking oil
- 1 cup cold water
- 2 drops food colouring

Method

1. Combine flour & salt.
2. Add water, food colouring & oil.
3. Mix until combined.
4. Knead well.
5. If consistency is too wet add a little more plain flour.



FROM THE KITCHEN:

Alphabet Picklets

Preparation time: 15 mins Makes: 36

Ingredients:

200g (1 1/3 cup) self raising flour
1 tsp baking powder
1 tbs caster sugar
310 mls (1 1/4 cup) milk
1 egg lightly whisked
Olive oil spray, to grease
Strawberry jam, to serve

Method:

Sift the flour, baking powder and sugar into a large bowl and make a well in the centre.

Whisk together the milk and egg in a jug. Pour into the flour mixture and whisk until a smooth batter forms. Cover with plastic wrap and set aside for 30 mins to rest.

Heat a large non-stick frying pan over low heat. Lightly spray with oil to grease. Spoon half the batter into a plastic bag. Cut the corner off the bag and pipe 8 cm letters into the pan. Cook for 2 minutes or until bubbles appear on the surface. Turn and cook for another 2 mins or until golden. Transfer to a wire rack. Repeat until mixture is finished.

Serve warm with jam.
Enjoy!! ☺



Community news

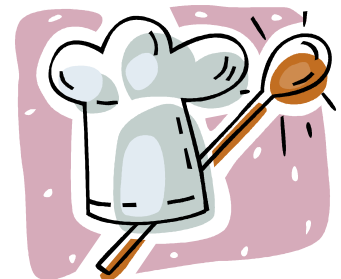
Upcoming Events – June

- Heidelberg Wind Ensemble: An evening of music- Saturday 5th June, Ivanhoe Grammar School. 7:30 pm.
- Baby & Kids Market Diamond Village Shopping Centre Baby & Kids Market
12 June 2010, from 9:00 AM to 1:00 PM
- Banyule bed time story time. Children 3-8 years old.
Watsonia Library- 1st June, Rosanna Library- 10th June
- Tiny tots stories, songs & rhymes. Watsonia Library- 3rd & 7th June 11:30am, Diamond Valley Library-11th, 18th & 25th June, 10:00am.



Healthy Snack Ideas

- *Fresh fruit kebabs, skewer cubes of fruit onto bamboo skewers.
- *Toasted sandwiches with baked beans or lean ham.
- *Ice block made from diet cordial.
- *Cheese scones or muffins
- *Air popped popcorn
- *Raisin toast
- *Homemade smoothies, using milk and fresh fruit.



Kinder room news

Dear kinder parents,
We would like to thank all the Mums and grandmothers that were able to make it to the mother's day afternoon tea. We hope you enjoyed your time with the children, and a big thank you to Kerryn our wonderful cook who prepared all the food for the afternoon. The children have been very excited with the new toys that arrived last month and the new programs that go with it. The children have been working on the letter 'F' completing a range of activities that start with that letter. We have also been very busy creating wonderful things. We have been singing lots of song such as 'the ants go marching one by one', 'five cheeky monkeys', and ' Miss Polly'. The children have especially enjoyed the magnetic boards, puzzles and construction materials. This year so far we have covered topics such as special occasions, healthy eating, and holidays. We have been busy learning to trace pictures and practising our cutting and threading skills. Letter land introduces children to the alphabet and many songs, nursery rhymes and fairy tales. As you can see its always a busy time in the Kinder room. Please feel free to spend time participating in the program with your child and your feedback regarding the program is always welcome.
Until next time,
Mel, Michelle and Bernie.



Happy birthday to....

The staff in the Kinder room would like to say happy birthday to..
Nick, Adam, & Azka.

We hope you have a great day!



10 tips to deal with tantrums.

Develop a strategy

Have a clear plan for how you will handle a tantrum for a range of situations. i.e. at home, shopping or playing at friends houses.

Remind the child of what happened last time they misbehaved

If they are old enough to understand, remind them of the past consequences of misbehaving.

Distract your child.

Refocus their attention by calmly offering something else to do, see or eat.

Big tantrums develop from little tantrums.

The faster you can intervene or distract your child from the tantrum the better.

Acknowledge their feelings.

Set up a chart for positive behaviour. This focuses on working towards positive a positive goal for your child.





Head lice

Head lice are small, wingless insects that live, breed and feed on the human scalp. They do not carry or transmit disease. They have been around for thousands of years and, given the chance, will move from head to head without discrimination.

Head lice facts

A female louse will lay between three to eight eggs (nits) per day in the hair, within 1.5 cm of the scalp. These eggs resemble dandruff but cannot be brushed off. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

People get head lice from direct head to head contact with another person who has head lice. This can happen when people play, cuddle or work closely together. Head lice are most common among children and their families. If your family has head lice, tell anyone who has had head to head contact with them, so that they can check and treat their family if needed. There is no need to treat the whole family, unless they also have head lice.

Concentrate on treating the affected person's head. There is no evidence to suggest that you need to clean the house or the classroom.

The only linen that requires specific washing is the affected person's pillowcase this should be washed in hot water (at least 60°C) or put in a clothes dryer on hot or warm setting for 10 minutes.

The itchiness may not disappear immediately after treatment.

Persistent itch is not a reason to repeat the treatment.

Finding head lice

Half of the people who have head lice never scratch their head so itching is not a reliable sign. Lice can be hard to spot because they move quickly. The easiest and most effective way to find head lice is to follow these steps weekly:

Step 1 Comb hair conditioner on to **dry, brushed (detangled) hair**. This makes it difficult for lice to grip the hair or run around.

Step 2 Wipe the conditioner from the comb onto a paper towel or tissue.

Step 3 Look on the tissue and on the comb for lice and eggs.

Step 4 Repeat the combing for every part of the head at least four or five times.

Step 5 If the person has been treated recently and only hatched eggs are found, you may not have to treat them again since the eggs could be from the old infection.

Step 6 If lice or eggs are found, the person should be treated.

Treating head lice

The two preferred treatment options available for treating head lice are the 'conditioner and comb' method and the use of an insecticide.

Using insecticide products

Any head lice treatment product you choose should carry an Australian Registered or Listed number.

If you use lotions, apply the product to dry hair. For shampoos, wet the hair, but use the least amount of water possible.

Head lice live in the hair and go to the scalp to feed. Therefore, head lice products must be applied to all parts of the hair.

Care should be taken when using these products:

When a preschool child throws a tantrum.

Stay within the child's sight, but carry on normal activities without talking to them or acknowledging the behaviour.

Start a clean slate

Once the tantrum is over the child is entitled to start over with a clean slate. Comfort may be given, but the original demands of the child must not be fulfilled.

Stay strong.

If a tantrum does happen you must stay strong. If you are shopping for example, leave your basket and take the child out to the car or somewhere quiet until the tantrum is over.

Keep a diary.

Note what time of day the tantrums happen and what you are doing when it happens. This will better prepare you for a swift response.

If you are unable to stay near.

If you feel that you may lose control tell your child that you will be leaving for a short time, but will be back soon to look after them. Make sure they are safe and have someone else stay with them whilst you are gone.

- If you are pregnant or breastfeeding
 - In children less than 12 months old
 - In people who have allergies, open wounds on the scalp, or asthma.
- All products can cause reactions. If you are unsure, check with your chemist or doctor.

Insecticide resistance is complex and common, so you need to check that the lice are dead. If the insecticide has worked, the lice will be dead within 20 minutes. If the lice are not dead, the treatment has not worked and the lice are resistant to the product and all products containing the same active compound. Find a product with a different active compound or speak to your chemist or doctor. No treatment kills 100 per cent of the eggs so treatment must involve two applications, seven days apart.

The conditioner and comb method

If you choose not to use an insecticide, the comb and conditioner method described under 'Finding head lice' can be used every second day until no live lice have been found for 10 days.

Head lice combs

Head lice combs with long rounded stainless steel teeth, positioned very close together, are the most effective. However, any head lice comb can be used.

Preventing head lice

There is no product available that prevents head lice. However, tying long hair back and checking weekly for lice, using the conditioner and comb method, can help prevent the spread.

Things to remember

- Head lice have been around for thousands of years and anyone can get them.
- Using the conditioner and comb method once each week will help your family control head lice.
- Head lice do not carry disease.

Where to get help

- Your doctor
- Your chemist
- Your local government health department
- Department of Human Services, Public Health and Development Division Tel. (03) 9096 0000

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

DHS - Communicable Disease Control

- This Better Health Channel fact sheet has passed through a rigorous approval process. For the latest updates and more information visit www.betterhealth.vic.gov.au.

Head lice



PRG 1.2 Behaviour Management & Positive Behaviour Guidance 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:	1.1, 1.2, 1.3, 1.5, 2.2, 4.2, 4.3, 4.4		
Source:	1. Inclusive Directions Website – www.directions.org.au 27 Jan 2009 2. Behavioural Disorders in Children Fact Sheet - Better Health Channel Website – www.betterhealth.vic.gov.au 27 Jan 2009 3. Australian Childhood Foundation Website – www.kidscount.com.au 27 Jan 2009 4. Toddler Tantrum Toolkit – NSW Department of Community Services September 2007		
Objective			
To guide children's behaviour in a positive, constructive way that promotes empathy, confidence, peer guidance and self-control.			
Explanation			
Behaviour management is the positive guidance given to children to encourage desirable and acceptable behaviour. This will assist children to make judgments and choices about their own behaviour and helps foster understanding about the rights, needs and feelings of other children.			
Our child behaviour management policy is centered around the importance of respect and dignity for the child, acknowledging and accepting children's feelings and encouraging these feelings to be expressed.			
Steps that we take towards establishing good behavior management include:			
<ul style="list-style-type: none"> • Setting clear limits and consistency in implementing them • Explaining the appropriate uses of materials and equipment • Reinforcing positive behaviour with praise • Explaining why a behaviour is inappropriate or unacceptable and providing acceptable options • Offering children choices and encouraging decision making, and • Setting realistic expectations which are age and stage appropriate 			
Consistency is a vital factor in managing challenging behaviour. It is often important to remember that what works for one does not always work for all.			
Implementation			
1.	Staff will understand that challenging behaviours are a normal developmental pattern, and use their training and skill to implement a behaviour management plan that is individualised for each child.		
2.	Consideration will be given to the child's age, background, competence and understanding when deciding on a behaviour management plan.		
3.	Staff will document difficult behaviours in children and look for patterns (time of day, tired, hungry, activity area, other children).		
4.	Staff will label the behaviour instead of labeling the child.		
5.	Staff will act as role-models to show positive, desirable behaviour with children, families and staff.		
6.	Staff will discuss with families the behaviour management strategies used at home and any difficulties that occur at the centre. Consistency and agreement between home and centre is vitally important.		
Prepared By: GCA		Version: 1.3	Page Number: 1 of 3

7. Staff in the child's room will ensure that all staff in the centre are aware of the strategies for a particular child so that consistency can be maintained.
8. The Behaviour Management Plan must be fully documented, showing supporting evidence/observations. These plans are to be made in consultation with parents.
9. Other health professionals can be called in to assist with difficult behaviours, with full approval of the family.
10. Withdrawal of service to a child is the last step, if all other strategies have failed and there is danger to other children and staff.
11. Staff will reflect on their own strengths, abilities and attitudes and set goals to improve, where necessary.
12. Staff will organise information sessions on 'Behaviour Management' for families each year.
13. Staff will get down to the children's level.
14. Staff will communicate clearly to the children and listen actively.

Behaviour Management for Babies

1. Staff will meet the needs of the babies in their care on an individual basis.
2. Distraction, re-direction and removal of temptations can be used when babies begin to move.
3. Staff will be attuned to the moods of the infants and give them lots of attention appropriately.

Behaviour Management for Toddlers

1. Staff will remember that toddlers are egocentric and like to see the effect their efforts have on the world around them.
2. Staff will talk about 'feelings' with children, especially frustration.
3. Developmentally, toddlers find it difficult to share and co-operate with others.
4. Staff will understand the individual child and use distraction and re-direction when negative behaviour appears.
5. Staff will share meaningful interactions with toddlers to build confidence and self-help skills.

Behaviour Management for 3 to 5 Year Olds

1. Staff will negotiate with children about the 'rules' for their group and the reasons for them. Children will have input in setting room limits
2. Staff will organise the environment for optimum learning and minimal conflict.
3. Staff will talk to children about feelings, empathy, frustration, co-operative behaviour and patience with others. Children will have access to visual aids in relation to emotions.
4. Staff will encourage children to use 'peer tutoring' to challenge inappropriate behaviour.
5. Children who are unable to act appropriately will be moved to a different activity and the action explained to them. When their behaviour is appropriate, they can return to the original task and be given positive reinforcement when behaviour is appropriate.
6. Staff will act consistently and ensure follow through is affected.

Biting

1. Biting is an anti-social behaviour that is normal in children under three. One in ten toddlers will bite at some stage.
2. Children bite because they are experimenting, teething, frustrated, feeling threatened or to assert power.
3. Staff will know each child on an individual level.
4. If a child does bite another child, give first aid to the victim first (wash with warm soapy water; ice; dressing if the skin is broken)
5. Give minimal attention to the child who is the biter and then explain that biting is not allowed. Try to ascertain the reason for the biting.
6. Biting logs can be maintained for continuous biting episodes and consultation with both the biter/bitees parents to discuss a plan of action.
7. Please refer to PRG1.14 Biting Policy for further information.

Associated Documents

PRGF1.1 Behaviour Management Plan