

Investigating



playing

Welcome to the Junior Room

learning



relationships



exploring

Happy Valley Community Children's Centre
Linda St., Happy Valley S.A. 5159
Phone: (08) 83811380



INTRODUCTION

Welcome to the Happy Valley Community Children's Centre Junior Room. The following information will help you to understand how our Junior Room operates. We trust that you will find this booklet useful and it will answer any questions you may have. The educators are happy to talk to you about the expectations you have whilst your child is in care.

In keeping with our centre's philosophy, we believe that developing supportive, trusting relationships between families, children and educators is of vital importance and this is reflected in the way the Junior Room operates. For the majority of the day there are four educators to approximately 18-20 children, so that there is always someone available to read stories, assist with toileting, explore our environment with the children, or provide necessary comfort and support when needed. In order to further provide continuity of care, we employ regular relief staff to cover programming, rostered days off, holidays and study leave.

We believe in utilising routine times and other incidental experiences as opportunities for learning, and as times for social interaction and discussion. Meal times and other routines have been structured to avoid unnecessary interruptions to the children's play. Play is crucial to children's learning and the children are encouraged to make choices regarding their play, and the materials they wish to use in order to pursue their interests. Songs, books, art experiences, sensory play (such as sand, water, playdough etc), and opportunities for movement and large muscle development are provided daily. The educators in the Junior Room constantly look for ways to extend children's thinking, and their interests, through discussion and questioning and by being active players themselves.



YOUR CHILD'S INTRODUCTION TO CARE IN THE JUNIOR ROOM

VISITS

When you have accepted a place for your child at our Centre, we encourage you to take the opportunity for visits with your child prior to him/her beginning care. The primary purpose is so that both you and your child can become familiar with the new environment and the educators in the room. We encourage you to take as much



time as your child needs to feel comfortable and confident. These visits are also important for information sharing about your child, your home life and the Centre's routines, and to ensure that entering care is a positive experience for everyone.

PARENT PARTICIPATION

We welcome parent input and participation during your child's time at the centre. This comes in many forms e.g. family cultural values, skills, a special talent you may wish to share with the children. We value your feedback, it is important for setting goals, and supporting programming and evaluations.

SEPARATION

We understand that this can be a difficult time for both parents and children and that each individual child will respond differently to their parent leaving. We encourage parents to tell their child that they are going and to emphasise that they will be back later to pick them up. This time needs to be decisive so as to assist both you and your child in the separation process. The educators will attempt to make this time easier by talking to you and by settling your child with comfort and kind words, directing them into play or an activity as the parent leaves. We encourage parents to contact us a little later if they are concerned as to how their child settled. Some children have "special" toys, sheepskins or blankets to give them a feeling of security and we encourage you to include these in your child's bag to help them to settle.





YOUR CHILD'S BELONGINGS

In the change area, we have provided boxes for you to place your child's bag of belongings in when you arrive. There is Velcro at the front of the box for you to attach your child's photo name tag, which is on a board on the wall above the boxes. When packing your child's belongings, we ask you to include sufficient clothing to accommodate the changes of weather that can occur during the day.

If your child wears nappies, please include disposable nappies to last your child for their time in care: approx 3 for one session & 5 for a whole day. When your child is toilet training, please make sure you send enough clothes (including socks and shoes) to allow for accidents. **Please label ALL of your child's belongings as many children have similar articles of clothing, and it is difficult for educators. (There is a "Lost Property" box located in the change area and we encourage you to check it regularly).**

BOTTLES

It is very important that all bottles your child needs during the day are placed in the refrigerator in the room as soon as you arrive. We are very mindful of the fact that if milk or formula is left un-refrigerated that a bacterium multiplies quickly, which could lead to your child becoming ill. The educators ask that you identify your child's bottles by writing their name or initials on them with a permanent Marker because many of the bottles are the same. It is important that you supply milk or water in your child's bottle.



DUMMIES

If your child has a dummy, please write their initials on the back of it and we ask that these are kept in your child's bag.

MEDICATION

Please ensure that absolutely no medication is left in your child's bag. This includes teething gels and nappy creams. All medications must have a pharmacy label on them (the pharmacy will do this without a doctor's prescription) before an educator can administer them to your child. We also request that a medication authority form is filled out by a medical practitioner along with parent signature for consent; these must be accompanied with the medication. If you have any questions please don't hesitate to speak to a room educator as they will be able to support you with this task.



HATS, CLOTHING, SUNSCREEN AND SHADE



Slip- Please pick lightweight, loose fitting clothing that will help keep your child cool in summer. Clothing needs to cover most of your child's body, including shoulders, arms and legs. (Please NO singlets or tank tops).



Slop- It is recommended that sunscreen be liberally applied to areas of children's skin that is difficult to protect using clothing. Sunscreen needs to be applied up to 30 minutes before going outside. We will endeavour to apply sunscreen when they arrive at child care, and would appreciate parents support with this, or at nappy change time and re-apply as we go outside.



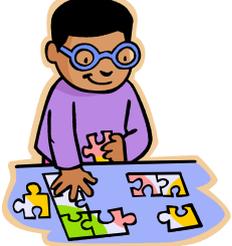
Slap –Please provide your child with a named **legionnaire** or **broad brim** style hat each day. **Caps are not acceptable** as they do not protect the back of the neck or ears. **Centre hats are available for purchase from the office at a minimal cost.**

Shade- We encourage the children to play in the shade as much as possible when outside and equipment is set up in shaded areas to assist us in this endeavour. We are constantly observing the use of the yard to determine where increased areas of shade may be required in the future.



JUNIOR ROOM ROUTINE

Routines form a critical part of the day and it is through them that valuable learning experiences take place.

7.00	Centre Opens Inside play commences	
8.30	Nappy changes, toileting, sunscreen applied, inside/outside play weather permitting	
9.15-9.45	Progressive Fruit time	
9.45-11.00	Outside play Creative experiences	
10.45-11.00	Nappy change, toileting Group time	
11.15-11.45	Lunch time	
11.30-12.00	Toileting Group time and or Quiet activities	
12.00	Sleep/ rest time commences	
12.00-2.00	Quiet experiences	
1.30-2.00	Nappy change and toileting Sunscreen applied	
2.00-2.30	Afternoon tea	
2.30-3.45approx.	Free play inside or outside Creative experiences	
4.00	Late snack	
3.30-5.00	Nappy changes & toileting ready for home	
4.15	Inside or outside play	
5.30	Family grouping - all rooms combine in the Junior room or Kinder Room	
6.00	Room is packed up & stories read to remaining children	
6.30	Centre closes	

These times are approximate and flexible to the needs of the children and the educators and the weather.

ROUTINE TIMES

MEAL TIMES

Our cook offers a menu that is varied and exciting, and that meets the nutritional guidelines for children. This includes fruit in the morning (9.15), a hot meal at lunchtime (11.15) an afternoon snack (2.00) and a late Snack (4.00) Meal times are wonderful opportunities for social interaction and learning. We aim for these times to be relaxed, enjoyable food experiences by eating in small groups, and taking the opportunity to talk with children and model good eating habits.



DRINKS

At fruit time the children are given a choice between milk and water. Water is available at all times to children including at lunch time and snack time, when inside and outside.



SLEEP TIMES



While the majority of children sleep after lunch, provision is made for children if they need a sleep at other times of the day. Our aim is to keep the sleep routine of the child as close as possible to the routine the parents have established at home. Safe, well-designed cots are supplied for younger children and stretcher beds for children who are in a bed at home. The sleep rooms are kept at a comfortable temperature and are well ventilated. An educator stays in each room until all children are asleep. The children are then checked at short regular intervals and monitors are installed in both the cot and mattress sleep rooms.

NAPPY CHANGING

In addition to the room routine times, nappy changing occurs as required. Please supply sufficient disposable nappies to cater for your child's needs whilst at the Centre, if your child is attending the centre for a full day please supply 5 nappies and if they are coming for half a day please supply 3. Some children are toilet trained throughout the day however they require a nappy for sleep time, please ensure you have packed a nappy for sleep time. Our aim is to make nappy changing a time when the child's comfort requirements are met in a positive way. This time provides educators with additional one-to-one interactions with the child to encourage social and language interactions. Children are also provided with opportunities to develop personal hygiene skills such as hand-washing, dressing and undressing.



TOILET TRAINING

During a child's time in the Junior Room, most will begin toilet training. When parents indicate that their child is beginning to show an interest in using the toilet we have facilities (an extra small toilet!) to support this step in your child's development. Educators are happy to support your children with this, educators aim to make this a positive experience for every child by providing encouragement without pressure. When your child is learning about using the toilet we ask you to dress them in clothing that is easily removed (e.g. tracksuit pants, shorts, etc) and pack enough spare clothes including socks and shoes, to cater for the inevitable accidents.

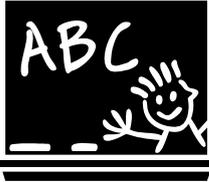


GOWRIE S.A.

Gowrie S.A. works with childcare educators to support the inclusion of children with additional needs and those from culturally and linguistically diverse backgrounds. Inclusive Directions provides inclusion support, information and advice, specialised equipment/resources and training. Please speak to an educator for further information.

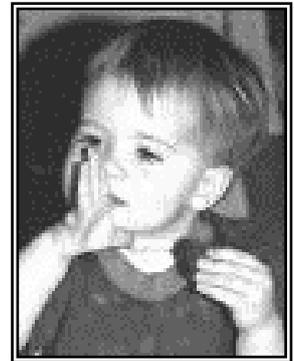
COMMUNICATION

Communication is essential in developing effective relationships and continuity of care between your home and the centre. We will endeavour to share as much information as possible with you about your child's day. The staff roster has been structured to ensure that there is a Junior Room educator available when the Centre opens and closes to talk to parents personally. A communication board is filled in each day with details of your child's sleep/feeding times and comments regarding your child's day in care. There is also a nappy /toileting chart with all of the relevant information. There are also displays and photographs around the room, and an



individual portfolio for each child illustrating the exciting investigations and discoveries that the children are involved in. Your knowledge of your child is vitally important to us, as are the stories and events in your family's life, and there is provision made for you to share these with us in written form.

All the children in the centre have an opportunity to learn sign language as a way to enhance their pre-verbal and verbal skills. Sign language takes away the developmental gap between the ability to communicate and the ability to speak and research shows that pre-verbal children have the capability to comprehend speech well before their vocal chords are fully developed. Basic sign language is given to the children at the centre by all educators, eg signs for toilet, drink, eat, finish and more. Please speak to an educator for further information.



CURRICULUM – EARLY YEARS LEARNING FRAMEWORK

Early Years Learning Framework it is also known as EYLF. This is a national framework and is based on Belonging, Being and Becoming. This framework assists educators in their curriculum planning to consider the distinctive characteristics of learners and learning at particular of stages of development and education in care. When your child starts care they have a learning story portfolio created for them. This portfolio has all your child's development and learning documented whilst in care. This folder moves with your child when they transition through the centre and can be kept by families when they leave the service. You can access your child's portfolio at any time.

SELF HELP SKILLS

We ask the children to try and help themselves through daily tasks such as putting shoes on, getting dressed or serving themselves. This is a skill that is encouraged for children to feel independent and feel self-achievement when they reach a goal.

TRANSITION TO THE KINDER ROOM

When your child is developmentally ready and there is a space available, you will be notified that your child will be moving on to the Kinder Room. Educators from the Junior Room and Kinder Room will liaise to arrange a series of supported visits for your child to become more familiar with their new surroundings, people and routines before actually moving on. Junior Room educators will also arrange to take you to the Kinder Room and introduce you to the educators. As with initial visits to the centre, this process is designed to enable you and your child to feel confident about the transition and to begin to develop relationships with the educators in the Kinder Room. All aspects of your child's development will be taken into consideration before this transition begins, including friendship groups, physical skills and communication skills.

