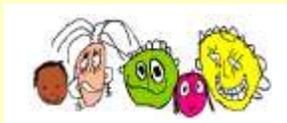


Hamilton Community Pre-School Newsletter

www.hamiltonpreschool.com.au

Newsletter February
2017
Term 1, Week 3



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Welcome to 2017

Hi

We hope that everyone had a wonderful Christmas and a terrific holiday, but didn't it go fast. All staff had a great break and returned to work refreshed and ready to start Term 1.

To all our new families I would like to welcome you to our Pre-School and hope that you and your child have a wonderful time with us.

Some Information about the Preschool

Hamilton Community Pre-School is a community based not-for profit service. This means:-

- ❖ All of our profits go back into the Pre-School. This is mainly in the form of equipment and the ongoing running cost involved in operating any service.

- ❖ To operate we need a committee, which is made up of parents whose children attend the Pre-School (our Annual General Meeting will be held on the 27th March - I will give you more information as it gets closer to the date.

Meet the Staff

Jackie

- ❖ Works Wednesdays, Thursdays and Fridays and has over 25 years of experience.
- ❖ Jackie has her Diploma in Children's Services

Belle

- ❖ Works Mondays and Tuesdays and has over 20 years' experience in Early Childhood
- ❖ Belle has her Diploma in Children's Services

Jo

- ❖ Is employed full time
- ❖ She has had over 15 years of experience,
- ❖ Jo has her Diploma in Children's Services

Bree

- ❖ Is our clerical, and will be available on Mondays and Fridays 9.00 am to 3.00 pm.

Tema

- ❖ Has her Certificate 3 in Child Studies and has over 10 years of experience.
- ❖ She is employed Tuesdays, Wednesdays and Thursdays

Narelle

- ❖ Work full time and Wednesdays and Tuesday mornings are my office day.
- ❖ I have been in Child Care for over 30 years
- ❖ I hold a Diploma in Early Childhood Teaching/Education

Upcoming Events

- ◆ AGM 27th March



This preschool is a peanut and egg free service.

Important Anaphylaxis information

The Pre-school is a peanut and egg free service as we have children enrolled that are anaphylaxis therefore it is imperative that **no peanut/nuts of any type, nut products and eggs be brought into the Pre-school.**

Anaphylaxis is a severe allergic reaction that can result in hospitalisation or death of a child. If your child comes to Pre-School with any products that contain these ingredients then staff will throw them out and provide your child with a vegemite sandwich - we have to take this very seriously.

Healthy Eating at Pre-School

It is also important to keep in mind that the Pre-School encourages the children to eat healthy foods. To ensure that the children are bringing healthy foods to Pre-School, educators will read the labels on the packaging of snacks that the children bring. It is strongly recommended and supported by the Good for Kids program (developed by the NSW Health Department and enforced by the Department of Early Childhood Education and Care) that many packaged snacks are not healthy. It is noted in the Regulation and National Quality Standards

NQS - Standard 2.2 Healthy eating and physical activity are embedded in the program for children

NQS - Element 2.2.1 Healthy Eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

EYLF - Outcome 3 Children have a strong sense of wellbeing

We have to support these standards or our rating of exceeding will drop and face a hefty fine. I have provided you with the table that we use for determining whether foods contain too much sugar, salt and saturated fats.

Reading Nutrition Information Panels

- Nutrition Information Panels have (as a minimum) a nutrient list column, a grams by serve column and grams per 100g column
- Looking at the per 100g column is a quick and easy way to compare products
- We recommend focusing on fat, saturated fat, sugars, and sodium (salt).

Choosing Healthy Packaged Foods

Nutrition Information		
Servings per package: 3		
Serving Size: 150g		
	Quantity per serving	Quantity per 100g
Energy	608kJ	405kJ
Protein	4.2g	2.8g
Fat, total	7.5g	4.9g
- saturated	4.6g	3.0g
Carbohydrate	18.6g	12.4g
- sugars	18.6g	12.4g
Sodium	90mg	60mg

Always compare products using the per 100g column

Choose products that at least meet these guidelines or have the lowest amounts of fat, sugar and salt.

Total Fat for Food

Less than 20g of total fat per 100g
Less than 5 grams of saturated fat per 100g

Sugar

Less than 15g sugar per 100g for foods

Sodium (salt)

For foods:
Less than 600mg of sodium per 100g

These label reading guidelines are from www.choicefoodforkids.com.au



Healthy Food

This means foods such as **cheese spreads** (le snaks), processed meat, sultanas, tiny teddies or sweet biscuits will be sent home due to them having more than:

- 20gm in total fat
- 5 gm in saturated fats
- 600mg of sodium
- 15gm sugar



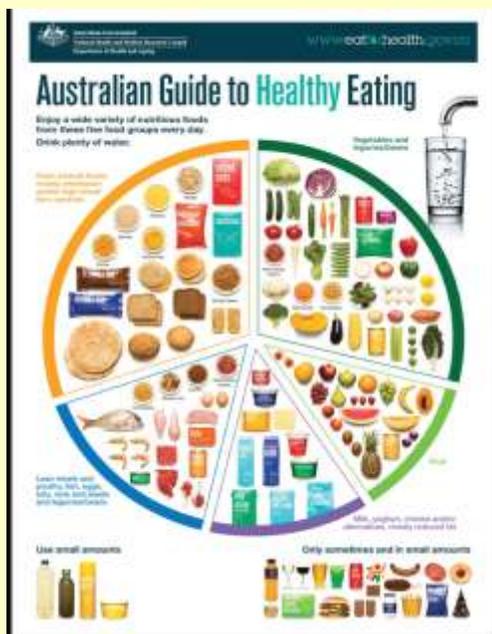
Some alternative healthy processed snacks are:-

- Uncle Tobys Cherios
- Smith's Air popped Potato Snack
- Sunbite's Air popped Popcorn
- Arnott's Vita-Wheat



While many of the children are bringing healthy foods to Pre-School the proportion/ serving size is way too big. Here's what is recommended by the *NSW Health Department*:-

Vegetables & legumes/beans	Fruit	Grain (cereal) foods, mostly wholegrain	Lean meat and poultry, fish, seeds, and legumes/beans	Milk, yoghurt, cheese and/or alternatives (mostly reduced fat)
2 servings daily	1 serving daily	3 to 7 servings daily	2 servings daily	2 servings daily
(one serve = 1/2 cup cooked, or 1 cup salad).	(one serve = one medium piece e.g. an apple or banana, or two small pieces, e.g. apricots, kiwi fruit)	(one serve = 2 slices of bread, or 1 cup cereal, or 1 cup cooked rice, pasta, noodles).	(1/2 serving = 1/2 cup mince or 35-50g meat or 2 tablespoons kidney beans or other legume, or 40-60g fish).	(one serve = two cups or 250ml of milk, custard or 200g tub yoghurt or 40g cheese or cheese slice).



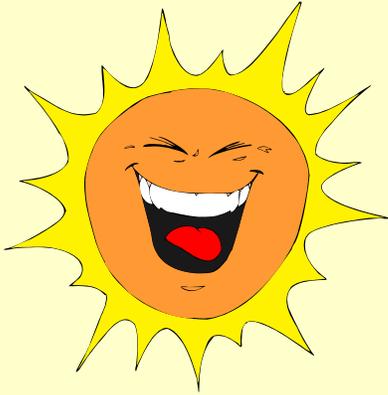
The Australian Guide to Healthy Eating (these are the foods that are encouraged to come to Pre-School) has been designed as a plate and demonstrates recommended proportion size. That is Vegetables and Grain products have the most servings the remaining sections are smaller. More information is available in the Pre-School's Nutrition Policy or posters are displayed around the Pre-School room.

Source: Hunter New England Area Health Service

Please do not pack foods with products that have chocolate in or on them, chips, nutella, 2 minute noodles (high in salt), cake, lollies.

It is also in our policy that foods cannot be reheated due to the possibility of the child getting food poisoning.

Sun Smart



The Pre-School is recognised as a sun smart service so please ensure that your child brings one of the following: -

- ❖ A bucket style hat with a brim size of at least 5cm for children, or
- ❖ A legionnaire hat with a flap at the back, or
- ❖ A broad brim hat with a brim size of at least 5cm for children

All children need to wear t-shirts with sleeves to protect their shoulders.

We supply the children with sunscreen before they go outside to play.

At present we are having several children without hats therefore educators will be enforcing **NO HAT NO PLAY** so please make sure your child has one.

The Pre-School has approved hats and t-shirts available for purchase, please see an educator if interested and Bree will add it to your account.

Lending Libraries:

Children's Toy Lending Library

We have a toy lending library with some great educational toys available for you to borrow. This is generally in the screened foyer area in bright coloured plastic boxes. All you have to do is select the toy/game and bring it to educators. It is your responsibility to care for the all the pieces as we would like this to be available for a long period of time.

Parent Library

In display shelving near the credenza is our parent resource books for you, please see staff if you wish to borrow of one.

Children's Lending Library

The children can have the opportunity to borrow our library books; all you have to provide is a library bag, pillow case etc. In the morning, just pop it into the pink crate near the sign in book and your child can borrow from our library. We do ask that you take care of the book, please remember that staffs are only allowed to help the children exchange books.

Reflective Daily Journal (RDJ)

Daily Reflective Journal (*see below for an example*) is an important document which provides you with a picture of the children's day. Educators make jottings about what the children or child is doing or saying. This information is then extended upon.

You are also invited to write comments in the Journal with events that are happening at your home and surrounds, interesting things that your child may discuss and so forth.

Educators recognise the importance of acknowledging and respecting the "children's voices" which is evident around the room. **Please take time to read the Daily Reflective Journal as it will keep you informed about the days happenings, this can be found on display on the notice board near the sign in book.**

Reflective Daily Journal

Term: _____
 Week: _____
 Date: /..... /.....

Learning Outcome 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY *Where educators make observations and jottings linking to children's play all are which connected with the Early Years Learning Framework Learning Outcomes and National Quality Standards*

L/O 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

L/O 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

L/O 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

L/O 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Changes to the Environment:

This is for the following week and experiences are listed

Children Wellbeing

Experiences/conversations that promote childrens sense of self, empathy, safety and confidence etc

School Readiness

Includes experiences that promote being school ready

Families and Communities Input

Where you can add your comments

Ongoing Projects

List all group projects with the children

Group/Transitions

Lists transition experiences, songs/music, Fundamental Movement Skills and Munch and Move

Observed Children

Lists children that have been observed in regard to their individual objectives (see below)

Please note that we have all the best intentions of writing in the journal but to date we have been too busy settling in the children. It will happen but at the moment I'm not sure when.

Don't worry if you don't get an opportunity to read the document, educators will be e-mailing it to you at the end of the day or the following one.

Morning Meeting

It's lovely that families catch up with one another at Pre-School, but please be mindful that voices carry in the room.

When the children are with an educator for morning meeting or group time. Please be considerate and have your catch up outside the room.

We find it very difficult to teach the children to listen to us when there are loud noises, it can be distracting for all involved.



'W' Position

At Pre-School educators have noticed many children sitting in this position, please refer to picture. We are constantly reminding them to "sit properly". Please enforce this at home.

When children sit for extended periods in the W-position the thighs tend to turn inwards and this causes the knee joints to turn inwards. This further causes a rolling-in of the feet and inverted arches. W-sitting also causes 'toeing in' (pigeon toes) and flat feet. This is accompanied by tight hamstrings - the large muscles at the back of the upper legs - and lower back muscles.

Children who W-sit may also develop postural problems, such as a sway back - the spine curves too far inward - and this affects balance and coordination. Even children with good muscle tone can develop this problem if they consistently sit in the 'W' position.

Individual Objectives

Educators create individual objectives for all of the children; we use a chart to ensure all children have numerous entries throughout the year. Observed children are noted in the RDJ. Long and short term goals are created for each child these are developed from a handout given to families in the orientation package called "Children's Goals" where parents are asked to complete the section "What Goals would you like your child to strive towards achieving this year..." This information with educator's knowledge of child development provides us with opportunities to help the children strengthen areas of needs and interests.

Pre-School Pets

We have some new pets at Pre-School - Spiky Leaf insects.

Males



I will be asking the children to take them home during the holidays and weekends. They are low maintenance all they need is fresh gum leaves. I will provide an information sheet. We also have their offspring if you would like a pet for your home

Education and Care Services National Quality Standards

All children's services in Australia are now under new regulations that started in January 2012. Within the Regulations is the National Quality Framework that houses the National Quality Standards and the Early Years Learning Framework. If you would like more information please see educators.

The Standards brings together the seven key quality areas that are important to outcomes for children. The Quality areas are:-

Quality areas	
QA1	Educational program and practice
QA2	Children's health and safety
QA3	Physical environment
QA4	Staffing arrangements
QA5	Relationships with children
QA6	Collaborative partnerships with families and communities
QA7	Leadership and service management

Within the Quality Areas are 18 standards and within those standards are 58 elements. All children services are validated (our rating is **exceeding**) and these elements are what the assessor uses to assess the services rating. Therefore it is imperative that the Pre-School ensures that it operates to exceed all the Quality Areas.

Early Years Learning Framework

The aim of the framework is for teachers to extend and enrich children's learning, by providing opportunities for them to maximise their potential and develop a foundation for future success in learning. These can be found in the RDJ, the children's Individual Objectives, educators' documentations and displays and resources around the room.

The EYLF has structure provided by the key elements:

Principals: The beliefs that educators hold concerning their views of young children, that is it provides the 'why' to teaching.

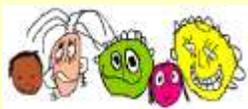
Practices: Is what teachers do in order to support and promote children's learning

Learning Outcomes: - Is what teachers work towards when making decisions about the ways we promote children's learning. Below are the five learning outcomes designed to capture complex learning and development of children.

Each outcome has objectives, which are in bullet form.

Early Years Learning Framework

Learning Outcomes	Objectives
1	<p>Children have a strong sense of identity:-</p> <ul style="list-style-type: none"> ➤ <i>Children feel safe, secure, and supported</i> ➤ <i>Develop their emerging autonomy, inter-dependence, resilience and sense of agency</i> ➤ <i>Develop knowledgeable and confident self identities</i> ➤ <i>Learn to interact in relation to others with care, empathy and respect</i>
2	<p>Children are connected with and contribute to their world:-</p> <ul style="list-style-type: none"> ➤ <i>Develop a sense of belonging to groups and communities and the understanding of the reciprocal rights and responsibilities necessary for active community participation</i> ➤ <i>Respond to diversity with respect</i> ➤ <i>Become aware of fairness</i> ➤ <i>Become socially responsible and show respect for the environment</i>
3	<p>Children have a strong sense of wellbeing:-</p> <ul style="list-style-type: none"> ➤ <i>Children become strong in their social and emotional wellbeing</i> ➤ <i>Children take increasing responsibility for their own health and physical wellbeing</i>
4	<p>Children are confident and involved learners:-</p> <ul style="list-style-type: none"> ➤ <i>Children develop dispositions for learning such as curiosity, co-operation, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</i> ➤ <i>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</i> ➤ <i>Children transfer and adapt what they have learnt from one context to another</i> ➤ <i>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</i>
5	<p>Children are connected with and contribute to their world:-</p> <ul style="list-style-type: none"> ➤ <i>Children interact verbally and non-verbally with others for a range of purposes</i> ➤ <i>Children engage with a range of texts and gain meaning from these texts</i> ➤ <i>Children express ideas and make meaning using a range of media</i> ➤ <i>Children begin to understand how symbols and pattern systems work</i> ➤ <i>Children use information and communication technologies to access information, investigate ideas and represent their thinking</i>



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Siblings

Please remember that all siblings must remain with the parents (both in and outdoors) while collecting the Pre-School children, this is to ensure all the children are safe and no one is unsupervised. I would also appreciate it if older siblings were stopped from getting on the Pre-School equipment.

Sign In Book

Please remember to sign in and out on arrival and departure. This is a legal document and we use it as a roll for emergency evacuation drills.

The children and educators practice this drill once per term. When it is done a note is generally written on the sign in book.

The sign in book will be taken outside in the afternoon, so it is a quicker process to collect your child/ren.

Illness Reminder

Please remember that if you have given your child medicine (e.g. cough mixture or paracetamol) in the morning then they are too unwell to come to Pre-School.

Our policy states:-

- *If your child is considered unwell by an educator when the child arrives at Pre-School, staff may request that you take your child home for that day.*
- *The Pre-School reserves the right to exclude children who are regarded by the Director as a health risk for the other children, or who are obviously unwell*



Speech Screening

Thank you to all my families that responded to the screening, as I explained the cost per child is \$25.00 to be screened. I have emailed Helpstreet Health Centre stating that Mondays and Wednesdays are the best days. I am waiting for a response concerning the days so stay tuned. If you would like your child to be screened please complete a permission form, I need them by the end of this week.

Don't forget to:-

- ❖ Pack a hat - remember **NO HAT NO PLAY**
- ❖ Pack spare clothes in case of an accident, if this happens and we use Pre-School undies etc please wash them and return them back to Pre-School asap
- ❖ **Sign your child in and out** - it is a legal document and is part of Education and Care Services National Regulations
- ❖ Regularly empty your child's wall pocket
- ❖ Label everything - it is very hard for staff to help children if we do not recognise their belongings
- ❖ To close the doors and gates when you enter and leave the premises
- ❖ Ask educators for the code to the door to enter the premises

Annual General Meeting

The date for the Annual General Meeting is the 27th March; I will provide more information when it is closer.

Banking Buddies

This concept was developed by the Greater Bank to encourage the children to learn to save and foster good financial skills for later in life. I have placed an information letter in your child's wall pocket. This program is not compulsory for them, as soon as you have organised their passbook please let me know so I can organise our first outing

It's a very easy process:-

Step 1

Go to the Greater Bank with your child's birth certificate and your photo identification so that you can open up an account for your child. The account is called "Life Saver Account"

Step 2

Staff at the Greater Bank will give your child's a bank book as well as a goodies bag.

Step 3

After the account is open tell Rell and then she will organise a day/s for us to walk up to the bank. Please label your child's bank book and on our banking day your child will put the book and money (together) in the banking bag and then we will go for a wander to the bank.

New Equipment

We recently purchased a new outdoor kitchen for the children, we asked the Men's Shed to make them for us and they have done a wonderful job. They also made us large shelving for the children to access our natural materials to allow them to explore "loose parts" play.

The next item we have asked for them to make is a new wooden bar-b-que.

I hope everyone is appreciating how vibrant and green the outdoor area is looking; educators are working very hard to make it look inviting for all.

If you would like to help at Pre-School be it gardening or volunteering with the children please speak to staff. All I ask is that you wait a little while so the children can settle into their new routine

Dates to Remember:

Date	Event
17/2	Tema's 21 st Birthday
17/2	Speech Screening permission forms due in
3/3	Jackie's 21 st B'day
17/3	Fees due
22/3	Jo's 21 st B'day
27/3	Annual General Meeting
31/3	Fees due
10/4	April school holidays (Pre-School closed)
15/4	Rell's 21 st B'day
24/4	Pre-School children return (Term 2)
25/4	Anzac Day (Pre-School closed)

