

Peninsula Occasional Care

Welcome to Term 3

Our Program (NQF Area1)

We have spent very busy Term Three sharing lots of exciting experiences.

Dental Health Week led to lots of discussions and experiences aimed at educating the children about how to care for their teeth. We were also visited by the School Dentist who spoke to the children about dental hygiene and checked the teeth of some of our children.

National Science Week inspired us to share lots of science activities including exploring magnetism and electrical circuits, experimenting with simple chemical reactions with bi-carb soda and vinegar and coloured dye on milk. We also learnt about air and weather as we flew ribbons, bubbles and kites in the wind.

Super Hero Week inspired the staff and children to dress up as their favourite superheros and pretend to save the world. We talked about all the real super heroes in our community, such as Police Officers, fire Fighters and Ambulance Officers.

During **Child Protection Week** we spoke to the children about the people who keep us safe, both at home and in the Community, as well as sharing information with families on this very important topic.

The NSW **StEPS Vision Testing Program** visited the Centre during September, testing the eyesight of our 4 year old children. This is a fantastic program run throughout the State to identify vision issues in children before they go to school

World Mental Health Day – 10 October – is a day for global mental health education, awareness and advocacy. Mental Health Australia is delighted to be leading the World Mental Health Day campaign in Australia. Do You See What I See? challenges perceptions about mental illness in Australia and encourages everyone to look at mental

health in a more positive light, in an effort to reduce stigma and make way for more people to seek the help and support they deserve. We have included information at the end of the newsletter with ideas on how to support your child's mental health.

Working with Machines

Simple machines are basic tools we use to make our work easier, these tools allow children to experience hands on exploration, observe cause and effect and assist in developing their understanding of physical

science The children have spent a lot of time over the past few months

exploring machines including sifters, coffee grinders, pottery wheels, electric



spin art machine, electric mixer, incline planes, pendulums and pasta machines.

Jessie and Ollie's Wedding



A highlight of term three was Jessie and Ollie's wedding. Jessie and Ollie announced they were getting married. After much discussion and planning the wedding took place on a fine Wednesday morning. A wedding table was set up indoors and a ceremony location outdoors. Jessie's chosen bridesmaids were Annabelle, Adriana, Isabel and Kaileigh with Chase as the ring bearer. Ollie chose Tyreek, Noah, Zane and Zander as his groomsmen. While the groom and his groomsmen waited in the playground Jessie, her bridesmaids and Chase walked down the ramp to meet the boys. Jessie and Ollie promised to care for each other and be best friends forever before exchanging rings and giving each other a hug. The guests and Wedding party then headed inside for a delicious wedding feast, followed by speeches, cutting and eating the cake and the bridal waltz. A beautiful morning was enjoyed by all.



Coming Events (NQF Area 1 and 6)

1 st -5 th October	<u>National Space Week</u>	We will be exploring lots of space related experiences and learning about interesting aspects of the universe.
Thursday 11 th October	<u>Police Visit</u>	We will be visited by Police Officer Jaime who will speak to the children about the role of Police in the community as well as road and bicycle safety
8 th -14 th October	<u>Fire Protection Week</u>	A great week to discuss fire safety at school and at home.
15 th -21 st October	<u>National Nutrition Week</u>	National Nutrition week encourages Australians to learn about making healthy food and lifestyle choices. We will be talking to the children about healthy and sometimes foods and doing lots of cooking experiences.
Wednesday 1 st Nov	<u>Grandparents Day</u>	NSW Grandparents Day (28 October) celebrates the contributions Grandparents and older people make to their families and communities. We will be inviting grandparents and other special older people to spend a morning with us and their beautiful grandchildren. More information closer to the day.
Sunday 4 th Nov 10am -3pm	<u>Kids Day Out at Narara Valley High School</u>	Central Coast Kids Day Out is all about our Central Coast kids, their families, the services and ways to enrich our families lives on the Central Coast. This is CCKDO's 19th year!
Tuesday 11 th December	<u>Children's Christmas Party and Graduation</u>	Our end of year Celebration will be held in the Community Centre Hall between 4.30pm and 6.30pm. There will be lots of activities for the children, a sausage sizzle for the families and of course a visit from Santa. More information will be sent closer to the day.
Friday 21 st Dec		Last day of Care for 2018
Monday 14 th Jan 2019		Occasional Care re opens for 2019



National Nutrition Week

Tryfor5 is an annual campaign powered by Nutrition Australia encouraging Australians to increase their vegetable consumption to the recommended five serves per day, launching during National Nutrition Week (where awareness is raised around the role of food on our health). Despite the latest studies and recurring healthy eating messages only 4% of Australian's are eating enough vegetables each day. The average person eats only half as much as they should, which is the inspiration behind Tryfor5. This year's Tryfor5 theme is "Small Change, Big Gains" where we've transformed some of Australia's favourite recipes by adding more veg, making them even healthier and delicious, forming part of an overall healthy, balanced diet. We will be emailing out some of these recipe ideas during Nutrition Week

Enrolments for 2019

All enrolments for 2019 will be done electronically online through Qik Enrol. We will be sending out expressions of interest for 2019 shortly but places will not be confirmed until the Quik Enrol online forms have been completed. More information will be given as we roll out this new system.

Staff NQF Area 4

Congratulation to Zoe

Congratulation to Zoe who turned 21 at the end of September and was engaged all on the same day!

Farewell Annette

From the beginning of Term 4 we sadly farewell Annette from our POC team, she has been appointed as the Nominated Supervisor for the new Umina Before and After School Care. Congratulations to Annette on this great opportunity but she will be greatly missed by our Friday children. Michelle, Alison and Jo will be sharing Annette's Friday shift until the end of the year.

Umina Before and After School Care

Coast Community Connections will be opening a Before and After School Care program on the ground of Umina School from the beginning of Term 4. All enquires for this service can be directed to M: 0413 849 927 Email: Loren.Sultana@cccl.com.au Hours - 6:30am-9:00am & 2:45pm-6:30pm

Family Involvement NQF Area 6

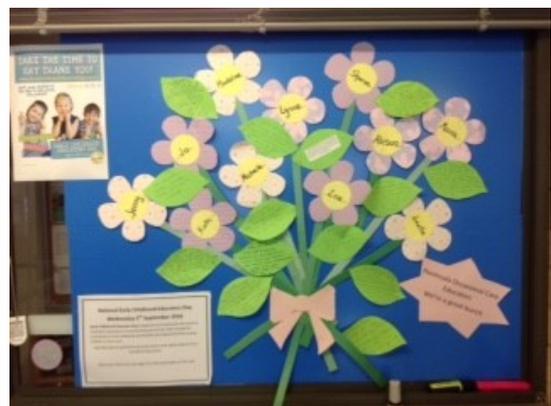
Thank you to all the parents who have donated equipment and materials to our centre over the past few months. All donations are gratefully received and used to enhance our program.

Educators Day Thank you

Thank you to the families who shared their thoughts about our staff during our Educator Day celebrations. Your beautiful acknowledgments were greatly appreciated by our Educators

Appessment

Thank you to the families who continually provide feedback with either "likes" or "comments" via our Appessment learning portal. We have received over 500 likes and over 100 comments so far this year and look forward to many more.



Reminders (NQF Area 2,4, 6 and 7)

Fees

Please ensure fees are kept up to date and finalised at the end of each week. We will be emailing invoices each week to families with fees in arrears in anticipation of prompt payment of the outstanding account.

Contact for Absences

Please contact the centre as soon as you know your child is going to be absent even if it is on the day. We regularly have children on our waiting list who are waiting for a phone call to allow them to attend. Remember if you provide us with 24 hours notice fees will not be charged for the day. For example if your child's hours are 9.00am- 3.00pm Tuesday we must hear from you before 9.00am on Monday for your fees to be waived. You can do this via our landline, 43431001, leave a message on the mobile 0435774288 or via email occasionalcare@cccl.com.au

Signing In and Out

Please remember to sign in and out EVERY MORNING and EVERY AFTERNOON. This is a licensing requirement and is important in the event of an evacuation

Sun Protection

We have located sunscreen in the sign in area for you to apply to your child on arrival each day. Please stamp your child's hand once sunscreen has been applied. Please also be aware that our Sun Protection Policy requires the children to have their shoulders, tummies and backs covered. Please avoid sending your child in strappy dresses and singlets, crop tops or clothing with fabric cut outs.

Labelling Items

To avoid confusion and mix-ups, please ensure drink bottles, baby bottles and lunchboxes are labelled clearly with your child's name.

Lost Property

We have accumulated a lot of lost property Please check for your child's belongings

Assessment

If you have not yet accepted your invitation to our Assessment Program please speak to Lynne so that a new invitation can be sent. All stories and photos of your child throughout the year have been stored in this system for you to view.

Spare Clothes

Please pack spare clothes in your child's bag every day to allow for accidents and messy play. We have a limited supply of spare clothes and appreciate any clothing lent to children to be washed and returned as soon as possible

No Nuts

Please do not send any food to our service containing nuts. This includes peanut butter and other nut butters, Nutella, bars containing nuts or any other nut product.

Slicing Fruit

Please remember to slice all grapes and cherry tomatoes longways to avoid the risk of choking

Newstime

Newstime has numerous benefits for young children. These early language experiences help to build effective communication and listening skills that are essential for a young child's learning. It also encourages emotional development in a child, as he or she shares their interests, home lives, and joys and struggles with peers. In addition, this socially rewarding experience helps to solidify important home-school connections. Please feel free to bring an item each day for your child to share for news, we particularly enjoy sharing books, talking news is also fine. News items can be placed in the basket near the sign in table on arrival.



Schemas in Children

Schemas in Children's Play are such an important concept when it comes to the development of our children that it's worth taking the time to understand them so you can facilitate them when you see them.

What are these schemas?

Well it's really a fancy word for the *urges* that children have to do things like *climb*, *throw* things and *hide* in small places.

They appear through play; perhaps it is the way they choose to do things, or what they desperately need to do out of the blue!

Here are ten of these natural play-urges mapped out in a list, they can come one at a time, in bunches, some are super strong and last for ages... each child is different.

They are the building blocks for the brain, repeated behaviour that in turn forge connections in the brain, patterns of unfolding, learning and growth.

Schemas are such an important part in every child's development that they are covered in training for anyone in the business of care and education of young children - yet not too many parents seem to know about these *natural, uncontrollable* and totally *necessary* play-urges that **all** children have.

Knowing about these play-urges can help us to understand why our children are so determined to do certain things that we might not understand. If we have no idea about the way in which a child exhibits signs of brain development, then we might actually think that the child is being 'difficult' or even try to stop the developmental urges themselves.

By knowing about these schemas we can recognise and support their urges and development.

Orientation

The urge to hang upside down, get the view from under the table or on top of the dresser and other actions that are part of the **Orientation** schema. In order to 'know' what it is like to hang upside down or see things from a different point of view you must take yourself into those positions. Although you and I might not hang upside down very often these days, we still 'know' what it feels like to hang upside down - because we have the experience - we learned what it was to hang upside down when we too had our **Orientation** urge kick in.

Positioning

Do you find yourself **Positioning** things neatly into alignment on your desk, ordering the books on the shelf, getting creative when you plate the dinner or even just tidying-up. Perhaps you see your child lining up their cars, making sure the whale is next to the cow, or turning all the cups upside down? The **Positioning** is a schema that is kept alive in us all.

Connection

Joining train tracks, clicking together pieces of lego, running a string from one thing to another... the urge of **Connection**. This can mean connecting *and* disconnecting too, building followed by destruction, and that can mean other peoples buildings and sandcastles get destructed when the urge gets hold.

Trajectory

The urge to throw, drop and other actions that are all part of the **Trajectory** schema. Some other **Trajectory** actions are things like climbing up and jumping off (**Trajectory** of ones own body), putting your hand under running water (interacting with things that are already moving) and the classic, throwing and dropping (making it happen). It can be diagonal, vertical or horizontal... this is a multi-dimensional urge, after *all learning is based on movement* in the first years of life.

Enclosure/Container

The urge to fill up cups with water, climb into cardboard boxes or kitchen draws, build fences for the animals or to put all the animals inside the circular train track, it is the **Enclosure/Container** schema

Transporting

Transporting can be the urge to carry many things on your hands at one time, in jars, in buckets and baskets, or even better containers with wheels.

Enveloping

To have a sheet over your head, wrapping things in fabrics or with tape and paper - all actions seen in the **Enveloping** schema. An extension of this is peek-a-boo, now you see it now you don't, a concept that just keeps on amusing.

Rotation

Anything that goes around anything that is circular - wheels, turning lids, watching the washing machine on spin cycle, drawing circles, spinning around on the spot, being swung around. These are all experiences of the **Rotation** schema

Transformation

The urge to **Transform** can come in many forms; holding all your food in your mouth for a long time to see what it turns into, mixing your juice with your fish pie, water with dirt, or helping Granny with mixing the bread dough. Its only natural that once you have explored and learnt about a raw material you should want to do further testing... there is a scientist and a chef in everyone.

Rotation, Trajectory, Enveloping, Orientation, Positioning, Connection, Enclosure/Container, Transporting and Transformation are urges that show in all children starting as early as their first birthday, some times before.

How Can Knowing About These Urges Help Us?

As a parent, one of the best things about having an understanding of these urges is that we are able to recognise and support them in our children as soon as we see them.

Sometimes they will come through as what we might once have seen as 'inappropriate behaviour' such as throwing objects in enclosed spaces or climbing on the table.

When we observe the behaviour and recognise the urge we are able to redirect it, your child will be happy to throw something outside where it is okay, or climb a tree instead! *Its not about the action, its about the urge.*

If the action is dangerous, harmful or inappropriate then find a more suitable outlet for the urge. That way the energy seeking expression (the urge) can fulfill its role in your child's development, and in an acceptable way. Written by Clare Caro

<http://www.nature-play.co.uk/blog/schemas-in-childrens-play>

HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

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LOVE

Be there for your child and show care and love



EXERCISE

Encourage play, exercise and sport



BEHAVIOUR

Keep an eye out for any changes in behaviour



SUPPORT

Regularly support, encourage and praise your child



REST TIME

Help your child to manage stress by building in some rest time



BE PROUD

Tell your child that you are proud of them



PATIENCE

Be patient. Don't pressure your child



HELP

Don't be afraid to seek help from professionals



FEELING

Get to know how your child is feeling



EDUCATE

Educate yourself about mental health problems



PROBLEM SOLVING

Help your child to effectively problem solve



LISTEN

Make sure you take time to listen to what your child has to say



COPING

Help your child to learn some simple coping skills such as relaxation



SYMPTOMS

Be aware of signs and symptoms



CONVERSATION

Encourage your child to engage in conversation



ENVIRONMENT

Provide a positive environment for your child where they can thrive

