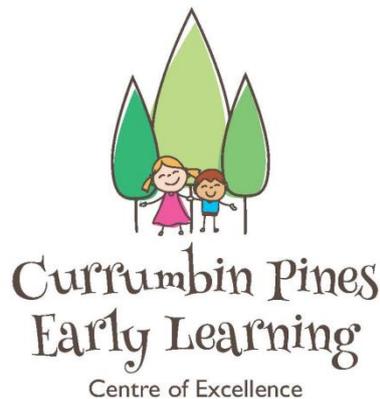


BABIES

6 weeks to 15 months

Information Package 2017



Your Educators are:

Miss Jade – Certified Supervisor

Miss Yumi – Educator

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BABIES WELCOMING LETTER

Hello and welcome to the Babies Room. Your educators for 2017 are Miss Jade and Miss Yumi. We welcome all our families to the Babies Room and look forward to having a fun-filled year, full of memorable moments! This introductory package is designed to provide you with information relating to the operation and functions of the room.

In our Babies Room, it is our aim to provide a warm, loving environment for your child to grow in. We endeavour to continue the care routines that your little one has at home so they feel safe and secure. We therefore rely on developing an intimate relationship with both you and your child. Communication is of high importance, the information that you provide us helps us to care for your child. Please remember that you are always welcome to come to us with any questions or concerns at any time and the little things that you tell us about your child aids us in giving them the best possible care.

Your Educators

Miss Jade – Certified Supervisor

My name is Miss Jade and I hold a Diploma of Early Childhood Education and have worked in the Early Childhood Education sector for 3 years. I have worked with a number age groups, however the baby room has always been my favourite.

I am so very excited to be able to care for your little ones and hope that I will be able to support you in the care and education of your child.

Miss Yumi – Educator

Hi, my name is Miss Yumi and I am an educator at Currumbin Pines Early Learning Centre. I am currently studying my Certificate of Early Childhood with Miss Kylie from Benowa Hills Early Learning Centre where I have worked since my introduction to Childcare. Children have always been a passion of mine so I was very eager to begin my studies once I moved to the Gold Coast from Japan where I was born. I have transferred from Benowa Hills since my husband to be is an electrician, based in Palm Beach, who worked on building this wonderful Centre. I absolutely love working with the children and feel that I have built very special connections with them. I am excited for the year ahead and look forward to getting to know all of our families.

Opening & Closing Hours

Our Babies Room is staffed from 6.30am to 6.30pm. Since we are sharing this most important task of caring for, and assisting in the development of your most precious little one, we look forward to constant communication with you. Should you not be able to catch us during the day, the sign out "information screen" is available with all of your child's daily information such as bottles, sleep and toileting.

Parent/Educator Communication

Our aim is to foster a relationship with you and your child. Strong partnerships with you, the family, contributes to the development and well-being of your child. Partnerships are strengthened when partners communicate their expectations, achievements and share a common goal. This link between parents and educators helps to meet the needs and interests of your children and it is our hope that together we can share the important milestones of your child. At the back of this booklet is a sheet titled "About Me..." Please complete this and return to the Room Educators on your child's first day. This form allows us to follow, as closely as possible, your child's daily routine.

Program

In the Babies Room, we plan appropriately each day for each individual child, in accordance with the Early Years Learning Framework. We will plan your child's experiences based on family input and interests from home, combined with interests the educator has observed during your child's day in care.

Through your child's play based learning, educators use observations to document children's learning and scaffold their development through involvement and inclusion in the early childhood setting. As educators, to further encourage your child's development, we plan new experiences for your child and evaluate their progress. These observations will be recorded into an individual Progress Record Book. These books are available for families to look through at any stage of the year. Additionally, they can be viewed when we hold parent/educator nights which are held, generally, mid-year and end of year.

The Babies Room has a Daily Program that is displayed on our Noticeboard for families to peruse when picking up their children. It is also displayed on our website. At the end of each day the Educators in the room use critical reflection to evaluate the children's and educators' day. This reflection helps the educators to look back over the day and gain information about what they can plan or re-do for the following day.

What to Bring at the Beginning of the Year

- On your child's first day, please bring in a detailed routine. This needs to include sleep times, bottle times, meal times. It can also include information such as your child likes to be patted to sleep, they have a story before bed, etc. This is very important as this will help the educators in the room to settle your child and keep the routines as close to home as possible. We will provide an A4 scrapbook for your child at the cost of \$2, which will be surcharged to your fees at the beginning of the year.
- 1 small packet of colored A4 paper
- 2 boxes of tissues
- 1 small roll-on bottle of sunscreen
- Completed "About Me..." form (see attached form at the end of this Booklet.)

Daily Requirements

PLEASE NAME ALL ITEMS TO PREVENT LOST PROPERTY

- Hat – needed every day for outside play.

- SIDS safe sleeping guidelines recommend that comforters/snugglies should not be used at sleeptime.
- 1-2 sets of spare clothes – to be kept in your child's bag for emergencies.
- Nappy cream if required. Please fill up a medication form.

Morning tea, lunch and afternoon tea is provided by our Centre once your baby turns 12 months old. We can also cater for babies 6-12 months of age with pureed/soft food. As well, we provide a late snack for those children still in attendance after 4.15pm.

Please supply bottles sufficient for the day – all **labeled**, including bottles, caps and teats. Bottles should have the measured amount of water needed to prepare the formula. Formula powder must be in a divided container with the correct amount needed to prepare each bottle. Please do not bring in prepared bottles.

Labeling companies are: Labels by Design ph 3801 2382 or Stuck on You 1800 645 849, however, a simple permanent marker or waterproof laundry marker will suffice for most items.

Information about Kindy Kitchen

The meals at Currumbin Pines Early Learning are prepared fresh on site every day by our own cook for children aged 12 months and over, and soft/pureed food for babies 6-12 months. The menu is designed by a qualified naturopath and nutritionist with the focus on providing the best, most wholesome, nutritionally balanced, home cooked meals, all made with love.

Our Kindy Kitchen philosophy includes:

- Selecting locally grown produce to reduce 'food miles'
- Using fresh, minimally processed and minimally packaged foods
- Using organic foods as a priority but not a necessity
- Incorporating sustainable protein sources such as beans, lentils, chickpeas and chicken
- Choosing sustainable seafood (www.marineconservation.org.au)
- Choosing to use no artificial anything – including colours, flavours and preservatives
- Conserving water in food preparation
- Using environmentally sustainable and safe tableware
- Raising awareness amongst children and parents of the importance of eating healthily and consciously, especially in the younger years as this is where food habits are formed for life.

Nappies & Wipes

The centre provides nappies and wipes for your child during their day at kindy. In line with our organic food program and culture, the nappies and wipes we use are manufactured from Bamboo which is naturally hypoallergenic and ideal for sensitive skin. Bamboo fibre is naturally smooth and round without chemical treatment, meaning there are no sharp spurs or harsh chemicals which may irritate the skin. Bamboo also has excellent natural

antibacterial and deodorising properties, is an environmentally friendly resource and is 100% biodegradable.

Behaviour Guidance for Babies

Infants and toddlers learn through their own experiences, trial and error, repetition, imitation and identification. As educators we will guide and encourage this learning and development by ensuring the environment is safe and emotionally supportive. A baby, whose signals are responded to promptly and appropriately, builds up a sense of competence – a confidence that he can go through his own activity, control what happens to him – and this confidence carries over to his transactions with his physical environment (Ainsworth and Bell 1974).

Babies and toddlers are social beings. They benefit from positive, developmentally supportive behavior guidance. To help educators guide an infant's behavior, we will endeavour to provide an environment that will support their learning.

Elements we will incorporate into our learning environment:

- warm, affective relationship with child
- sensitivity, responsiveness and imitation
- attentiveness and responsiveness
- reassurances
- praise
- approval
- love
- patience and understanding
- availability
- acceptance and cooperation with infant
- engagement with and attentiveness to child
- physical contact – touching, cuddling
- smiling
- talking – short simple sentences or phrases
- talking during routine care about objects, positions or actions that are immediately observable
- wait for physical response to key phrases for babies who don't talk yet
- eye contact
- following children's leads
- equipment that encourages infants to explore the environment
- predictability and consistency of adult

As educators we will:

- demonstrate warmth, respect, acceptance, authenticity and empathy
- understand the stages of development
- be culturally aware
- take into account the temperament and experiences of all of the children
- make every child the object of daily focused attention
- observe children's non verbal behavior and respond appropriately
- consider children's needs
- teach behavior that is expected
- teach children responsibility for behavior choices
- provide feedback specific to behavior
- promote curiosity, thinking and the use of imagination
- provide enough of whatever the children are using
- provide open ended resources
- be responsive to needs, situations and circumstances
- establish positive verbal environments
- create meaningful and relevant environments

Signing In and Out

Currumbin Pines Early Learning Centre of Excellence uses the "Kiosk" online attendance sign-in system.

Parents/guardians must complete the childcare sign-in process for each booked day of care. This process ensures the safety of children and is an auditable requirement for parents to receive Government Child Care Benefit (CCB) and/or Child Care Rebate (CCR) payments.

Signing in/out is available via a tablet in our front office area. Parents/guardians with incomplete signing in or out records for any reason including absences find they are unable to sign-in the next time they arrive until they complete the previous attendance or absence. Records can be completed remotely via your smart phones or tablet or you can "catch up" pending records when you are next at the centre.

Please note: signing in and out must ONLY be performed by the authorised parent/guardian and we ask that you refrain from allowing children to touch the tablets.

Sick and Away Days

When your child is not feeling well, it is best to keep them at home as they will only spread their germs and make everyone sick. We are sure you would appreciate other parents doing the same. If your child is away, please ring and let us know as soon as possible, as there are a lot of parents waiting for make up days.

Please also inform us if your child has had any type of illness, even over the weekend or non-kindergarten days, as we need to be aware of any possible infections within the room. This will help us to prevent the spread of illness to other children.

If your child is away sick with a contagious illness, a Medical Clearance must be provided to staff before the child can return to the Centre. Children who are away sick with **vomiting or diarrhoea must not return to the Centre until 24 hours after the illness has ceased.** Your co-operation in this matter is greatly appreciated and helps to keep our Centre and children healthy.

Make Up Days (MUD's)

If you are after a specific day for a make up day, please notify the educators so we can check our diary and hopefully help you out. If there is no day available we can write you in and let you know as soon as we know. Please remember that Make up days are a privilege not a right and unfortunately we can not guarantee a make up day. In cases where parents need to work, they will have preference over non-working parents. **Families' fees must be up to date for make up days to be approved.** Make up days can not be used for consecutive days e.g. two Mondays in a row. Make up days will only be given for a maximum of 20 days holiday per calendar year, priority will be given to those families whose permanent bookings fall on a public holiday.

Medication Form

THIS AREA IS COVERED BY STRICT OFFICE FOR EARLY CHILDHOOD EDUCATION & CARE GUIDELINES.

If your child needs medication, a Medication Form must be completed on that day, with all the relevant information (time, dosage, etc.) and signed by you the parent before any medication can be administered. These are kept on top of the lockers in the 'Medication Book', but feel free to ask staff to help you complete them if you have any concerns.

ALL medication needs to be placed by the parent in the refrigerator in the Nominated Supervisor's office and the Medication Register (located on the fridge) completed. If medication does not need to be refrigerated, then it is placed in the locked cupboards clearly labeled "Medication" in each room.

NO MEDICATION WILL BE ADMINISTERED WITHOUT A MEDICATION FORM FILLED OUT BY THE PARENT.

NO MEDICATION IS TO BE LEFT IN THE CHILDREN'S BAGS, this includes asthma puffers, etc., as it a danger to other children at the Centre.

Incident Form

If your child has an accident or is injured throughout the day, the witnessing teacher will complete an incident form. The incident form details the events which occurred and the action taken. Parents are asked to sign these forms as a way of guaranteeing that you have been notified of the event. These forms are kept on the front desk in the office.

Birthdays

We consider these very special in our room so if you'd like to bring a cake or something of your choice, cupcakes, ice cream, etc., in on your child's birthday, please feel free. We'd love it - yummy!! *Parents of children with allergies, please supply alternatives for such occasions, perhaps something suitable to freeze for a later date.*

Amber Teething Necklace Safety

Teething necklaces pose a serious choking hazard or strangulation risk to babies and toddlers. The Australian Competition and Consumer Commission (ACCC) and Department of Early Childhood Education and Care are concerned that an unsupervised child could be exposed to particular risks or hazards such as strangulation and choking hazards.

Currumbin Pines Learning Centre is not allowed to have children in care with amber teething necklaces. It is against the National Regulations safety advice. If a child arrives with an amber teething necklace the parents will be asked to remove it. We trust all families will follow this regulatory request.

Settling In Information

The settling in period for new babies and toddlers should be well planned and routine should be developed. This will help in offering your child reassurance through their ability to understand the sequence of events.

| | | |
|------------------------|--------|---|
| A perfect drop off is: | Step 1 | Sign in on the Kiosk Tablet & Daily Sign In sheet |
| | Step 2 | Unpack food & drink |
| | Step 3 | Settle child in by either finding a toy they like or passing them over to an educator. Don't prolong the farewell, say "I'm going now and I will be back". Give them a kiss and hug and then leave. |

Don't ever sneak out and disappear, this will only increase your child's separation anxiety and consequently they will become less reluctant to let you out of their sight – even at home. The only way to develop trust is to speak positively about the day's events, showing appreciation for anything they have to show or tell you. Ask them about their day, consistently repeating the experience of positive separation and reunion.

Remember we are here to help, let us know when you are about to leave so we can be ready to help you and offer your child a little extra support when needed. Ring us throughout the day if you are concerned with how your child has settled in. We look forward to caring for your child and hope they enjoy their experience with us. We thank you for your support and trust in allowing us the opportunity to care for your child.

Notice Board

We use our Notice Board to display the broad goals that we will be working towards throughout the year. The Notice Board will also display special events, special messages and nutritional advice. Please keep your eyes out for weekly and monthly messages.

Email

We regularly use email to keep in touch with families. Please ensure you keep your email details current with our office and notify us of any changes to ensure you receive our regular correspondence such as Parent Newsletters, Fee statements, details of special events, room correspondence and other information relevant to your child & family.

SOME FACTS THAT YOU MIGHT FIND USEFUL

"Children's learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind."

**DEVELOPMENTAL MILESTONES & THE EARLY YEARS LEARNING FRAMEWORK/NATIONAL
QUALITY STANDARD
4-8 MONTHS**

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Physical | P1 | Plays with feet and toes. | EYLF outcome 4: Children are confident involved learners - children develop dispositions for learning such as persistence, e.g. "Persevere & experience the satisfaction of achievement". (p34) NQS: Area 1, 2, 3, 5, 6 |
| | P2 | Make effort to sit along, but needs hand support. | |
| | P3 | Raises head and chest when lying on stomach. | |
| | P4 | Rolls from back to stomach. | |
| | P5 | reaches for and grasps objects, using one hand to grasp. | |
| | P6 | Eyes smoothly follow object or person. | |
| | P7 | Crawling movements using both hands and feet. | |
| | P8 | Able to take weight on feet when standing. | |
| | P9 | Watch activities across room, eyes move in unison. | |
| | P10 | Turns head to sound of voices. | |
| | P11 | Shake a rattle. | |
| | P12 | Bank objects while playing. | |
| | P13 | Transfer an object from hand to hand. | |
| | P14 | Hold an object from hand to hand. | |
| | P15 | Poke fingers into holes /at objects. | |
| | P16 | Help hold bottle/cup when drinking. | |
| | P17 | Hold out toy without releasing. | |
| | P18 | Hit two objects together in hand. | |
| | P19 | Co-ordinate hands & eyes. | |
| | P20 | Pull to sit if hands held. | |
| | P21 | Turn to get an object while sitting. | |
| | P22 | Pull to stand using furniture. | |
| | P23 | Push up, then sit up. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| | |
|----------|--|
| 6 months | <ul style="list-style-type: none"> • Not rolling • Not holding head & shoulders up when on tummy |
| 9 months | <ul style="list-style-type: none"> • Not sitting without support • Not moving, e.g. creeping or crawling motion • Does not take weight well on legs when held by an adult |

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Social | S1 | Reacts with arousal, attention or approach to presence. | EYLF outcome 5: Children are effective communicators - children interact verbally and non-verbally with others for a range of purposes, e.g. "are attuned and respond sensitively to children's efforts to communicate". NQS: Area 1, 5 |
| | S2 | Responds to own name. | |
| | S3 | Smiles often and shows excitement when sees preparations being made for meals or for bath. | |
| | S4 | Recognises familiar people and stretches arm to be picked up. | |
| | S5 | Stops crying by a voice or when picked up. | |
| | S6 | Laughs at games, e.g. peek a boo. | |
| | S7 | Stops doing an activity when name called. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| | |
|----------|--|
| 6 months | <ul style="list-style-type: none"> Does not smile or squeal in response to people |
| 9 months | <ul style="list-style-type: none"> Not sharing enjoyment with others eye contact or facial expression |

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Emotional | E1 | Becoming more settled in eating and sleeping patterns. | EYLF outcome 1: Children have a strong sense of identity - children learn to interact in relation to others with care, empathy and respect, e.g. "initiate one to one interactions with children, particularly babies and toddlers during daily routines". (p24) NQS: Area 1, 4, 5, 6 |
| | E2 | Laughs, especially in social interactions. | |
| | E3 | May soothe self when tired or upset by sucking thumb or dummy. | |
| | E4 | Begins to show wariness of strangers. | |
| | E5 | May fret when parent leaves the room. | |
| | E6 | Happy to see faces they know. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| | |
|----------|--|
| 6 months | <ul style="list-style-type: none"> Does not smile or squeal in response to people |
| 9 months | <ul style="list-style-type: none"> Not sharing enjoyment with others eye contact or facial expression |

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|---|---|
| Cognitive | C1 | Swipes at dangling objects. | EYLF outcome 4: Children are confident & involved learners - children develop dispositions for learning such as curiosity, e.g. explore and "express wonder & interest in their environments". (p34) NQS: Area 1, 2, 3 |
| | C2 | Shakes & stares at toy placed in hand. | |
| | C3 | Becomes bored if left along for long periods of time. | |
| | C4 | Repeats accidentally caused actions that are interesting. | |
| | C5 | Enjoys games such as peek a boo, or pat a cake. | |
| | C6 | Will search for partly hidden object. | |
| | C7 | Able to co-ordinate looking, hearing & touching. | |
| | C8 | Enjoys toys, banging objects, scrunching paper. | |
| | C9 | Explores objects by looking at and mouthing them. | |
| | C10 | Develops preferences for foods. | |
| | C11 | Explores objects with mouth. | |
| | C12 | Points to an object if asked. | |
| | C13 | Looks for an object if seen dropped /hidden. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| |
|---|
| <ul style="list-style-type: none"> • Not reaching for and holding (grasping) toys • Hands frequently clenched • Unable to hold and/or release toys • Cannot move toy from one hand to another |
|---|

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|---|---|
| Language | L1 | Enjoys games such as peek a boo or pat a cake. | EYLF outcome 5: Children are effective communicators - children interact verbally and non-verbally with others for a range of purposes, e.g. "engage in enjoyable interactions using verbal and non-verbal language". (p40) NQS: Area 1, 5 |
| | L2 | Babbles and repeats sounds. | |
| | L3 | Makes talking sounds in response to others talking. | |
| | L4 | Copies sounds. | |
| | L5 | Smiles and babbles at own image in mirror. | |
| | L6 | Responds to own name. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| | |
|----------|--|
| 6 months | <ul style="list-style-type: none"> • Not starting to babble (e.g. aaah, oogoo) |
| 9 months | <ul style="list-style-type: none"> • No gestures (e.g. pointing, showing, waving) • Not using 2 part babble (e.g. gaga, ama) |

Seek advice if child:

| | |
|--|---|
| <ul style="list-style-type: none"> • is not learning to make sounds • is not responding to familiar faces • is not learning to roll when playing on floor | <ul style="list-style-type: none"> • is not responsive to carers • is not babbling and making sounds • is not playing with feet/swapping objects between hands |
|--|---|

**DEVELOPMENTAL MILESTONES & THE EARLY YEARS LEARNING
FRAMEWORK/NATIONAL QUALITY STANDARD
8-12 MONTHS**

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|---|--|
| Physical | P1 | Pulls self to standing position when hands held. | EYLF outcome 3: Children have a strong sense of well being - children take increasing responsibility for their own health and physical wellbeing, e.g. "engage in increasingly complex sensory-motor skills and movement patterns". (p32) NQS: Area 1, 2, 3 |
| | P2 | Raises self to sitting position. | |
| | P3 | Sits without support. | |
| | P4 | Stands by pulling them self up using furniture. | |
| | P5 | Stepping movements around furniture. | |
| | P6 | Successfully reach out and grasp toy. | |
| | P7 | Transfers objects from hand to hand. | |
| | P8 | Picks up and pokes small objects with thumb and finger. | |
| | P9 | Picks up and throws small objects. | |
| | P10 | Holds biscuit or bottle. | |
| | P11 | Crawls. | |
| | P12 | Mature crawling (quick and fluent). | |
| | P13 | May stand alone momentarily. | |
| | P14 | May attempt to crawl up stairs. | |
| | P15 | Grasps spoon in palm, but poor aim of food to mouth. | |
| | P16 | Uses hand to feed self. | |
| | P17 | Alerts peripheral vision. | |
| | P18 | Rolls ball and crawls to retrieve. | |
| | P19 | Sit on chair. | |
| | P20 | Move rhythmically to music. | |
| | P21 | Pick up toy from the floor without falling. | |
| | P22 | Scoot around on wheeled toys. | |
| | P23 | Walks. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| | |
|-----------|---|
| 12 months | <ul style="list-style-type: none"> • Not crawling or bottom shuffling • Not pulling to stand • Not standing holding onto furniture |
|-----------|---|

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Social | S1 | Shows definite anxiety or wariness at appearance of strangers. | EYLF outcome 3: Children have a strong sense of well being - children become strong in their social and emotional well being , e.g. "acknowledge children's stage of emotional development and support them to develop resilience". NQS: Area 1, 2, 5 |
| | S2 | Play simple make believe games. | |
| | S3 | Repeat activity to reproduce effects, i.e. throwing objects. | |
| | S4 | Play along contentedly. | |
| | S5 | Enjoy doing the same thing over and over again. | |
| | S6 | Defend self when taken advantage of. | |
| | S7 | Enjoys messy play, such as finger painting. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

| |
|---|
| <ul style="list-style-type: none"> • Does not play early turn taking games (e.g. peek a boo, rolling a ball) |
|---|

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Emotional | E1 | Actively seeks to be next to parent or principal caregiver. | EYLF outcome 1: Children have a strong sense of identity - children develop their emerging autonomy, inter-dependence, resilience and sense of agency, e.g. "demonstrate an increasing capacity for self-regulation". (p22) NQS: Area 1, 5, 6 |
| | E2 | Shows signs of anxiety or stress if parent goes away. | |
| | E3 | Offers toy to adult but does not release it. | |
| | E4 | Shows sign of empathy to distress of another (but often soothes self). | |
| | E5 | Actively explores and plays when parent present, returning now and then for assurance and interaction. | |
| | E6 | Demonstrate affection to adults, e.g. hug and kiss people they like. | |
| | E7 | Recognises self in mirror. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

- Does not notice someone new

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|--|--|
| Cognitive | C1 | Move objects to get a desired toy. | EYLF outcome 4: Children are confident & involved learners - children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating, e.g. "provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment". (p35) NQS: Area 1, 5, 6 |
| | C2 | Bangs two objects held in hands together. | |
| | C3 | Responds to own name. | |
| | C4 | Make gestures to communicate and to symbolise objects, e.g. points to something they want. | |
| | C5 | Seems to understand something parent or familiar adults say. | |
| | C6 | Drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy. | |
| | C7 | Smiles at image in mirror. | |
| | C8 | Likes playing with water. | |
| | C9 | Shows interest in picture books. | |
| | C10 | Understands gestures/responds to "bye bye". | |
| | C11 | Listens with pleasure to sound-making toys and music. | |
| | C12 | Notices difference and shows surprise. | |
| | C13 | Responds to familiar sounds, e.g. phone ringing. | |
| | C14 | Follow simple commands. | |
| | C15 | Responds by nodding or shaking head. | |
| | C16 | Looks in the correct place for toys which have rolled out of sight. | |
| | C17 | Shakes head appropriately for simple yes/no questions. | |
| | C18 | Enjoys simple rhymes and songs. | |
| | C19 | Shows one body part. | |
| | C20 | Remembers where objects belong. | |
| | C21 | Recognises objects in books. | |
| | C22 | Fetches a familiar object if asked. | |
| | C23 | Knows names of playmates. | |
| | C24 | Identify familiar things from TV. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

- Lack of response to sound or visual stimuli

| Developmental Area | Observe | | Links to EYLF/NQS |
|--------------------|---------|---|---|
| Language | L1 | Responds to own name being called, family names and familiar objects. | EYLF outcome 1: Children have a strong sense of identity - children develop knowledgeable and confident self-identities, e.g. "share children's success with families". (p23) NQS: Area 1, 5 |
| | L2 | Babbles tunefully. | |
| | L3 | Say words like dada or mama. | |
| | L4 | Waves goodbye. | |
| | L5 | Imitates hand clapping. | |
| | L6 | Imitates actions and sounds. | |
| | L7 | Enjoys finger rhymes. | |
| | L8 | Shouts to attract attention. | |
| | L9 | Vocalises loudly using most vowels and consonants. | |
| | L10 | Sounding like conversation. | |
| | L11 | Attempt to sing. | |
| | L12 | Demand desired objects by pointing and talking/grunting. | |
| | L13 | Echo the prominent or last word said to him/her. | |
| | L14 | Copy outdoor sounds. | |
| | L15 | Respond to simple phrases. | |

*** Red Flag Areas:** call your family doctor or child health nurse if:

- No babbled phrases that sound like talking
- No response to familiar words

INDIVIDUAL CHILD PROFILE

BABIES 2017

Child's Name: _____ Age: _____

Parent's Names: _____

Siblings: _____

My baby likes: _____

My baby dislikes:: _____

Family Heritage/Culture: _____

Are there any cultural celebrations that you celebrate as a family?:

What activities do you enjoy as family?:

Please list 3 goals that you would like to see your child work towards over the next 3 months:

• _____

• _____

• _____

This profile was completed by:

Thank you for taking the time to fill in this profile.

MISS JADE and MISS YUMI

Babies Room Educators

Babies Daily Routine 2017

| Time | Routine |
|---------------------------|---|
| 6.30 – 8.00 am | Inside play |
| 8.00 – 8.45 am | Outside play depending on the weather |
| 8.45 – 9.00 am | Nappy change time |
| 9.00 – 9.15 am | Group/mat time |
| 9.15 – 9.30 am | Morning Tea |
| 9.30 -10.30 am | Art/craft/free play time |
| 10.30 -11.00 am | Nappy change time/Outside play time |
| 11.00 - 11.45 am | Lunch time |
| 11.45 am - 2.30 pm | Sleep time / quiet activity time who don't sleep long |
| 2.00 – 2.15 pm | Nappy change time |
| 2.15 – 2.30 pm | Afternoon Tea time |
| 2.30 – 3.30 pm | Outside Play |
| 3.30 – 4.00 pm | Nappy Change Time |
| 4.00 – 4.30 pm | Late snack |
| 4.30 – 6.30 pm | Inside Activities |
| | |

Please Note: All children have their own routine and this is just a general routine of how the day will run. All children will have opportunities to participate in the various activities that are supplied for each day. Childrens' sleep routines are individual and our intention is to meet each individual child's needs.

Your Child's First Day

The first day at a Child Care Centre can be quite overwhelming and daunting for some families. We are here to support the transition for your child and your family. There are so many things to think about; what to expect, how long do I stay when I drop them off, what should I pack, how should I dress them? Our friendly, experienced and caring educators are here to help you and your child settle in on your first day. We have put together a little checklist below to help you prepare for the big first day!

What to expect on the first day

First days can bring nerves and mixed emotions. It is natural to feel anxious as this is a big change for you as a family. Our Nominated Supervisor, Miss Daniele, and educators will explain the process of dropping off your child and saying goodbye throughout your orientation and first day. They may also call or email you throughout the day letting you know how your child is settling in and what activities they have participated in. At any time throughout the day if you are curious as to how your child is going, call the centre and ask to talk to the educators in the classroom and they will be able to update you every step of the way.

Before you know it your child will be showing you to the classroom and waving goodbye independently as they see their new friends and get involved in the many activities they will experience!

What to wear

We promote sun smart practices throughout Currumbin Pines Early Learning Centre. When you are dressing your child for their day consider:

- 🌿 Tops and dresses that cover the shoulders and as much of the arms as possible;
- 🌿 Closed toe shoes or sandals with a back so they don't slip off; and
- 🌿 Clothes that have the potential to get a little messy at times.

What to bring

- 🌿 Change of clothes, all clearly labelled;
- 🌿 A jumper or jacket in case the weather changes, clearly labelled;
- 🌿 A sun safe hat which covers your child's ears, neck and face, or our kindy hat supplied to child at enrolment, clearly labelled;
- 🌿 Comfort item such as teddy, blanket, dummy (in a sealed container) or family photo;
- 🌿 Bottles;
- 🌿 Formula or expressed milk (if required);
- 🌿 Cot sheets
- 🌿 Sipper cups or water bottles;
- 🌿 Any medications - this will need to be given directly to the office on arrival and placed in the Nominated Supervisor's refrigerator.

At Currumbin Pines Early Learning, we are committed to offering exceeding quality of care to every child that attends our centre. We pride ourselves on providing an engaging and nurturing environment for both yourself as parents and your very precious children. We feel very privileged to join in partnership with you and establish a very stable foundation of education for your child.

About Me...

My name is



Bottles

I have _____ bottles per day at the following

times _____

I Sleep On my back On my side On my tummy

I take _____ to bed with me

When I am sad or upset I need

I do/do not like a dummy

I really enjoy _____

My favourite food is _____

I like to sleep at the following times _____
