

# KOALAS (Borobi)

6 weeks to 15 months

## Information Package 2022



### Your Educators are:

Miss Vivi – Group Leader

Miss Pamela – Educator

Miss Marnie – Educator

Miss Gracia - Educator

54a Guineas Creek Road, CURRUMBIN WATERS Q 4223

Email: [info@currumbinpinesearlylearning.com.au](mailto:info@currumbinpinesearlylearning.com.au)

Website: [currumbinpinesearlylearning.com.au](http://currumbinpinesearlylearning.com.au)

Ph 07 5593 9977

# **KOALAS WELCOMING LETTER**

Hello and welcome to the Koalas Room. Your educators for 2022 are Miss Vivi, Miss Pam, Miss Marnie and Miss Gracia. We welcome all our families to the Koalas 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 Koalas 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 Vivi**  
**Certified Supervisor**  
**Diploma in Children's Services**

"I am Miss Vivi, originally from Brazil and been living in Australia for over 11 years. I hold a Diploma in Children's Services and a Bachelor Degree in Tourism. I am extremely passionate about children and their developmental milestones. I love the challenges and learning with and from them something new every single day. Helping the children to develop social and cognitive skills are priceless for me as it is crucial for their future to be strong and confident beings. I look forward to building strong and consistent relationships with both the children and families."

**Miss Pam**  
**Educator**  
**Cert 3 in Children's Services**

I have been working at CPELC for 2 years and have had a great time. I believe children should be treated with kindness, love and respect. I see these children like my own. I can't wait to meet you all.



**Miss Marnie**  
**Educator**  
**Certificate 3**  
**in Children's**  
**Services**

My first experience at CPELC was as a parent and I felt welcomed straight away. When I decided to start my training, I knew that CPELC would be the best place to do it. My passion for young children is enormous and I do my best to provide a home away from home when they are with me. I can't wait to

**Miss Gracia**  
**Educator**  
**Certificate 3 in Children's Services**

Hi everyone, I have been very lucky to join the Platypus room as I have known these children since last year. I can't wait to get to know you all.



## **Opening & Closing Hours**

Our full operating hours are 6.30am-6.30pm (various session times apply within these times). Our Koalas Room is staffed from 7am to 5pm. Before 7am and after 5pm, other room teachers will be looking after our Koalas. 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 Owna app is available with all of your child's daily information such as bottles, sleep and toileting. You can even send a message throughout the day via Owna.

\*\*Please note our centre closes from 25<sup>th</sup> December 2022 until 3<sup>rd</sup> January 2023. Only public holidays will be charged during this week.

## **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 baby daily routine.

## **Owna app**

We use Owna app to communicate with families. We post daily updates, medication forms and much more. Just go to your app store to look for Owna childcare. Your login will be your email and you can request your password.

## **Program**

In the Koalas 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 Koalas 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.
- Completed "About Me..." form (see attached form at the end of this Booklet.)
- Bush Kindy pack: wet reusable bag, Reef shoes (acqua socks), swimming nappy, long sleeve rash shirt to leave at the centre. You can find it at Kmart or Big W.

## **Daily Requirements**

### **PLEASE NAME ALL ITEMS TO PREVENT LOST PROPERTY**

- SIDS safe sleeping guidelines recommend that comforters/snugglies should not be used at bedtime.
- 1-2 sets of spare clothes – to be kept in your child's bag for emergencies.
- Nappy cream if required. Must be labelled with child's name by chemist. Please fill up a medication form in the room.
- Cot sheets
- Sleep sack if needed (only for Koalas/babies)
- Panadol for teething if needed; with a named prescription labelled by the pharmacy.
- Named Swimming clothes and towel
- Named drinking bottle for water

Morning tea, lunch and afternoon tea is provided by our Centre. We can also cater for babies up to 12 months of age with pureed/soft food. As well, we provide a late snack for those children still in attendance after 4.45pm.

Please supply bottles sufficient for the day – all **labelled**, 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.

Please ensure all of your children's clothing items are named. 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 our children. The menu is designed 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](http://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.

## **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 Owna online attendance sign-in and out 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 Subsidy (CCS)

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.

Please note: signing in and out must ONLY be performed by the authorised parent/guardian (utilizing their own login) 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 update your child's attendance on Owna app to 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. It can be done via our Owna app.

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 48 hours after the illness has ceased.** Your co-operation in this matter is greatly appreciated and helps to keep our Centre and children healthy.

Following the impact of Covid-19 pandemic, we introduced an additional policy that children with cold symptoms such as constant runny nose (wiped more than 3 times in less than 15 minutes), coughing and high temperatures must go home and return to the centre after 24 hours after the symptoms have ceased.

## **Make Up Days (MUD's)**

If you are after a specific day for a make up day, please notify the administration 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 cannot 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.

All Make Up days expire on 25th December each year.

## **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 the Owna app on that day, with all the relevant information (time, dosage, etc.) and signed by you the parent before any medication can be administered. If the app doesn't work, ask the educators for assistance. Otherwise, there are paper medication forms in the office.

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. ALL MEDICATIONS MUST CLEARLY STATE THE CHILD'S NAME AND DOSAGE MATCHING THE SAME INFORMATION ON MEDICATION FORMS.**

**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 done on the Owna app.

## **Birthdays**

We consider these very special in our centre and to ensure everyone is included, we would like to request that you check with the room educators before hand for any special dietary requirements and provide something that everyone can have.

## **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.

## **Pre Visits and Settling in Information**

When we accept your booking, we will send you an e-mail with start date, room and parent handbook, About me book, Grievance and Financial policy

Prior to a child's start date, the Group Leader will give a call to you, introducing themselves and to book your pre visits and a time for a meeting with one of the educators. During that time, you could go through child's routines, dietary requirements or anything important. At least one pre visit is required prior to a child's start date and it is up to parent's recommendations and children's needs.

Please come in for play on the days your child is booked between 9-10am or after 2pm. The child is encouraged to come on the booking days so they get to know educators and children in the room. We can start with 30 min, then the next week for 1 hour. Parents must stay in premises.

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	Put away bag in a locker & drink in the trolley
	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. Otherwise we will post some photos on Owna app letting you know when your child has settled. 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.

## **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. Important information will also be delivered via Owna app.



# **Outdoor Nature Play and Education (ONPE)**



ONPE is a program which introduces, broadens and extends on children's learning and development about the natural world. Derived from the Forest Schools in Europe, BK is about children getting close to nature, exploring and discovering flora and fauna first hand as well as supporting children's wellbeing through outdoor exploration. ONPE is also a wonderful way for children to recognise the importance that the nature has within our culture and Australian history, in particular the significance the land holds in Aboriginal culture.

At CPELC, we believe that the wider community is a wonderful resource which helps to support the development of our children's knowledge and understanding of the world and provides a brilliant foundation as our children become global citizens.

Our centre ONPE program has allowed us to be recognised as a Nature Play Education Provider by Nature Play QLD in 2020. Nature Play QLD is a collaborative organisation, working with partner groups to encourage the Queensland community to value nature play, and support families to prioritise it in children's lives. The primary role is to advocate the nature play message and to increase access to nature play resources, events and programs for Queenslanders. We are so proud of being able to work innovatively and collaboratively to make nature play an integral part of childhood for all of our children.

The children are given opportunities to learn new skills and knowledge within the fence through nature investigations and experiences that support managed risk taking, such as the fire pit, slack lines, muddy play. Such an innovative Beach/Nature Play program allows children to be supported to become independent learners through inquiry based play in nature in the community.

As an addition, we have a dedicated Sustainability role as an asset to our service and it is evident with many connections to community through Clean Up Australia, World Environment Day, Seabird Rescue, learning about Bees, and so many more extra curricular learning experiences. Our service has implemented a holistic approach to embedding nature pedagogy within the service.

The children will have an opportunity to explore the wonders of our natural world and all that it has to offer. The children will be able to walk, run, climb, jump, touch, gather, dip and skip. At times we will offer the children additional materials to support their investigations, such as sketch pads, baskets and magnifying glasses.

\*\*\* Parents must sign a permission form before children are able to go for Bush Kindy. Permission form is attached to the end of this Handbook. If you have any questions about BK, please ask your child's educators or our Nominated Supervisor, Daniele.

## **SUNSCREEN**

Parents must apply sunscreen before or when arriving at CPELC. All Educators and children will apply SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

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

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

Developmental Area	Observe		Links to EYLF/NQS
<b>Emotional</b>	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"> <li>Does not smile or squeal in response to people</li> </ul>
9 months	<ul style="list-style-type: none"> <li>Not sharing enjoyment with others eye contact or facial expression</li> </ul>

Developmental Area	Observe		Links to EYLF/NQS
<b>Cognitive</b>	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"> <li>Not reaching for and holding (grasping) toys</li> <li>Hands frequently clenched</li> <li>Unable to hold and/or release toys</li> <li>Cannot move toy from one hand to another</li> </ul>
---

Developmental Area	Observe	Links to EYLF/NQS
--------------------	---------	-------------------

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

**Seek advice if child:**

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

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

Developmental Area	Observe		Links to EYLF/NQS
<b>Physical</b>	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"> <li>Not crawling or bottom shuffling</li> </ul>
-----------	--

	<ul style="list-style-type: none"> <li>• Not pulling to stand</li> <li>• Not standing holding onto furniture</li> </ul>
--	---

Developmental Area	Observe		Links to EYLF/NQS
<b>Social</b>	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"> <li>• Does not play early turn taking games (e.g. peek a boo, rolling a ball)</li> </ul>
---

Developmental Area	Observe		Links to EYLF/NQS
<b>Emotional</b>	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:

<ul style="list-style-type: none"> <li>• Does not notice someone new</li> </ul>
---

Developmental Area	Observe		Links to EYLF/NQS
<b>Cognitive</b>	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)
	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.	NQS: Area 1, 5, 6
	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**  
**Koalas 2022**

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent's Names: \_\_\_\_\_

Siblings: \_\_\_\_\_

My baby likes: \_\_\_\_\_

\_\_\_\_\_

My baby dislikes:: \_\_\_\_\_

\_\_\_\_\_

My baby is currently eating this (fruit/veges/meat): \_\_\_\_\_

\_\_\_\_\_

How does your child eat it (Mashed/puree/finger food): \_\_\_\_\_

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:

\_\_\_\_\_

# Koalas Daily Routine 2022

Time	Routine
6.30 – 7.30 am	Mixed age group play in the big yard
7.30 – 8.30 am	Inside play activities
8.30 – 9.00 am	Morning tea
9.00 – 10.30 am	Rest time/indoor/outdoor play activities
10.30 – 11.00 am	Lunch
11.00 – 1.00 pm	Indoor/ outdoor play activities
1.00 – 1.30 pm	Group activities
1.00 – 2.30 pm	Rest time 2
2.00 – 2.30 pm	Afternoon tea time
4.00 – 4.45 pm	Outdoor play
4.45 – 6.30 pm	Mixed age group play toddlers yard/home time

**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.

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

*MISS Viví Miss Pam, Miss Marnie and Miss Gracia*  
Koalas Room Educators



# 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;
- 🍁 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.
- 🍁 Swimming clothes, towels and swimming nappies for Bush Kindy days

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 (cuddly)

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 (how often? Every 2/3 hours?)

---

---

## EXCURSION NOTICE – BUSH KINDY

Name of Location:	Creek and outside Kindy Room Creek		
Description of Location:	Mangrove, sand Beach, Rocky Slopes, Large trees, Grass area, Water.		
Address:	Currumbin creek		
Date of Excursion:	TBA	Time of Departure:	TBA
Estimated time of arrival:		Estimated time of return:	
Cost (per child):	\$0	Cost (per adult):	\$ 0
Travel will be by:	Walking		
Safety restraints required:	no	Ratio: 1-3	3-5yrs-1:8
Special requirements:	Enclosed shoes (reef shoes), hats, shoulders covered tops and change of clothes.		
Educators in charge in excursion (1 educator will be carrying a mobile phone):	Koalas teachers and educators.		
Transport leaves Currumbin Pines at:		Transport arrives at:	
Transport leaves to return at:		Transport arrives at Currumbin Pines at:	
Anticipated number of children:	8	Ratio: 1-4	
Risk assessment completed.	Yes		
<i>Parents are welcome to attend. We will be in need of parents to help supervise the children. RSVP required</i>			

#.....

*Please detach and return to the office with payment by \_\_\_\_/\_\_\_\_/\_\_\_\_*

I, \_\_\_\_\_ give permission for my child, \_\_\_\_\_ to attend the excursion to the Currumbin Creek area adjacent to CPELC.

ongoing weekly from 4<sup>th</sup> January 2022 throughout the year of 2022.

My parent/guardian contact number on the day is:

\_\_\_\_\_

Parent / Guardian signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_