



Sunshine Beach Kindergarten

Room Booklet (3 - 5 Years Old)

100-102 Ben Lexcen Drive, Sunshine Beach QLD 4567

jelly_babies@bigpond.com



Congratulations on enrolling your child into our Kindergarten Program.

Sunshine Beach Kindergarten (Jelly Babies Childcare) is a Queensland Government Approved Kindergarten Provider, which gives families the reassurance that their child is receiving a high quality program that is monitored by the Office of Early Childhood. Our quality curriculum focuses on child initiated experiences which are relevant to the children, their families and culture. Your child will be offered developmentally appropriate, stimulating and challenging experiences. The Queensland Kindergarten Guidelines and the Early Years Framework are references for this program.

All of our staff are highly motivated, skilled and dedicated to offering you and your child the best experience possible. The Kindy Teacher/Educator has an Early Childhood Qualification and other Educators assisting are working towards qualifications.

We view ourselves as an extension of your home and welcome your input and feedback anytime.

The Kindergarten Program is an Early Education Program offered to children who are 4 years old by 30 June in the year **before** they start Prep at Primary School. It is encouraged that children receive at least 15 hours per week (2 days) of the Kindergarten Program over of the 40 weeks of the year. We offer families a program for 42 weeks per year, 5 days a week.

Term Dates for 2016

Term 1	27 January – 24 March 2016
Term 2	11 April – 24 June 2016
Term 3	11 July – 16 September 2016
Term 4	4 October – 9 December 2016

Health Care Card Subsidy

If you hold a current Health Care Card or Pension Card, you may be entitled to a \$27.90 reduction of your fees per week. Please present your card to the Director to arrange this. Please note that this adjustment of fees is only valid during the above school terms and cannot be backdated.

Daily Routine

(Subject to change/weather permitting)

6.30am Arrival/Outside play (combined age groups)

8.30am Walk to Kindy Room (Bottom Centre)

9.30am Morning Tea

10.00am Inside activities and experiences

Tidy Room

11.15am Group Time/Sharing Circle

11.30am Outside Play

12.00pm Lunch Time

Sleep/Rest time (quiet activities)

2.00pm Pack away beds

Afternoon Tea

2.30pm Outside Play

4.00pm Packing bags

Late snacks

Outside playground packed away

5.00pm Close Bottom Centre

5.30pm Walk to Top Centre

Outside/Inside play

6.30pm Centre Closed

Our Centre Environment

Our Kindergarten is setup to cater for children aged 3-5 years. We have a qualified Early Childhood Teacher leading the room as well as an Assistant if required, with a maximum of 22 children in the room per day. Our Centre operates a Qld Government approved Kindergarten Program. Our aim is to offer the highest possible education and care for all children.

The flexible arrangement of resources and equipment in our classroom invites choice. Our classroom encourages a sense of confidence, trust and belonging which enhances children's growth, independence and initiative. Appropriate resources support and extend children's learning and development as they investigate their environment and solve problems through play.

Our daily routine provides children with time to spend in small groups, individually and as a class and includes time for initiated play. Our daily pattern of activities contributes to the children's sense of security as it provides a predictable pattern of events. These patterns assist the children to develop their awareness, a sense of time as well as security.

We will provide the children:

- A flexible, supportive and challenging environment where the conditions for learning are well established.
- A program which promotes children's learning and development through an individually appropriate, socially relevant and culturally inclusive curriculum.
- Opportunities for children to strengthen their disposition to learn and develop their feelings of self-worth, security and confidence.
- Support and encouragement to contribute and participate in learning communities.
- An environment which promotes a broad range of partnerships that enhance learning and continuity of experiences.

The importance of play

Children learn in many ways, including through observation, interaction, solitary play and real life experiences. Play, however, is the fundamental medium for young children's learning. It is a natural activity for children through which they make meaning of the world around them. The benefits children derive from play include:

- Learning to represent their ideas in a variety of forms – as they talk about their thoughts, construct, paint, build, draw and take on a role.
- Develop social skills by communicating, caring, negotiating, co-operating and sharing.
- Negotiate roles with others and problem solving.
- Applying prior knowledge as they explore and re-create familiar events.
- Acquiring new knowledge as they play with others.
- Developing imagination by using flexible and creative thinking in situations and finding solutions to problems.
- Making meaning of their world by exploring a range of community and family roles.
- Experimenting and making discoveries.

- Being able to work at their own pace and at their own level.

Our involvement in your child's play will be to extend, develop, encourage and challenge that play.

Understanding children

In our Kindergarten setting each child is viewed as a valuable and contributing member of a learning community, as well as an individual learner with special abilities and needs. Each child will be observed throughout the year and the program and learning experiences will be tailored to suit each child and their varying levels of development. Your feedback regarding the program is always welcome and we encourage your contribution of skills, also into the program.

A kindergarten teacher once described this process as:

“The Kindergarten is like a garden full of flowers, bushes and trees. Each one of them has a different purpose and very different needs in order for them to grow and flourish. Some need more water than others; some need extra fertiliser, while others grow without a great deal of attention. If I neglect particular plants they won't be able to flourish. I have to remember to nurture all my children”

What we ask of you:

- Please ensure that you sign your child in on arrival and inform educators that your child is at the Centre and pass on any relevant details that will impact their day.
- Provide a water bottle. Please no juices.
- A change of clothes.
- Label all belongings.
- Apply sunscreen at home before your child's arrival and bring along a wide brimmed hat.
- Use the Communication book to relay any messages. Anything of a private matter should be emailed to the Director or spoken directly to an Educator.
- Record any medication to be administered into the Medication Folder and store medicine in Staff Kitchen fridge.
- Take your child outside to greet Educators. Please do not allow your child to be by themselves in an unsupervised room.
- Say Goodbye and reassure them that you will return.
- When collecting your child, sign the roll and inform educators that your child is leaving the premises.
- Collect medication at the end of the day.
- PLEASE NO TOYS FROM HOME UNLESS THEY ARE COMFORT ITEMS OR FOR SHOW AND TELL.
- Keep your child at home if they are unwell.
- Regularly check for Head Lice, inform Educators and treat asap.
- Advise the Centre if your child has contracted a contagious disease (eg. Chicken Pox, Measles, Whooping Cough)

What to bring each day

- Water bottle
- Fitted cot sheet, flat sheet/blanket
- Comfort item if required
- Hat
- Spare clothes
- Ensure all items are labelled

Parents/Carers

Due to children having nut allergies

We ask that **NO NUT PRODUCTS**

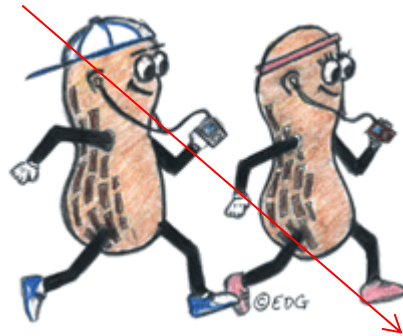
be brought into the Centre.

This includes Muesli bars, Peanut Butter and Nutella.

(Traces of nuts is ok)

We appreciate your thoughtfulness and respect

Thanks





If you have any questions, comments or concerns please feel free to approach us anytime. If you prefer you can email the Director at jelly_babies@bigpond.com

The Educators are always available to discuss your child's development and progress and can assist with any questions or particular problems.

We look forward to a relationship that is honest, productive and all for the best interests of your child.

Please find attached information on Developmental Milestones for your reference.

Developmental milestones and the Early Years Learning Framework and the National Quality Standards



Developmental milestones and the EYLF/NQS

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> dresses and undresses with little help hops, jumps and runs with ease climbs steps with alternating feet gallops and skips by leading with one foot transfers weight forward to throw ball attempts to catch ball with hands climbs playground equipment with increasing agility holds crayon/pencil etc. between thumb and first two fingers exhibits hand preference imitates variety of shapes in drawing, e.g. circles independently cuts paper with scissors toilet themselves feeds self with minimum spills dresses/undresses with minimal assistance walks and runs more smoothly enjoys learning simple rhythm and movement routines develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> enjoys playing with other children may have a particular friend shares, smiles and cooperates with peers jointly manipulates objects with one or two other peers develops independence and social skills they will use for learning and getting on with others at preschool and school 	<p>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. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> understands when someone is hurt and comforts them attains gender stability (sure she/he is a girl/boy) may show stronger preference for same-sex playmates may enforce gender-role norms with peers may show bouts of aggression with peers likes to give and receive affection from parents may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1,5,6,7</p>