



Toddler Room

(15mths – 3 Years Old)

100-102 Ben Lexcen Drive, Sunshine Beach QLD 4567

jelly_babies@bigpond.com

Daily Routine

(Subject to change/weather permitting)

6.30am Arrival/Outside play (combined age groups)

8.30am Nappy Change/Toileting

Morning snack if required

9.15am Morning Tea

10.00am Free choice play/Programmed activities

10.35am Tidy up activities/Story & Music Group Time

10.45am Outside Play

11.00am Nappy Change/Toileting

Lunch Time

11.30am Sleep/Rest time (quiet activities)

2.00pm Nappy Change/Toileting

Afternoon Tea

2.30pm Outside Play (combined aged groups)

4.00pm Late snacks

Nappy Changes/Toileting

5.30pm Outside playground packed away

Inside play

6.30pm Centre Closed

SKILLS CHILDREN WILL GAIN FROM THE PROGRAM

Over the next 12 months we will be helping your child grow towards being a capable and independent person.

We have put together this booklet to inform you of what happens daily in the Toddler Room, what we ask of you and what your child will gain from being in this environment.

We encourage children to:

- Separate confidently from Parents/Carers.
- Adjust well to the routines of the Centre.
- Develop independence in caring for their own belongings.
- Develop confidence in selecting activities and pursuing interests.
- Learn to share and take turns with resources.
- Communicate needs appropriately to peers and educators.
- Develop fine and gross motor skills.
- Extend vocabulary and improve speech.
- Express themselves and communicate through a variety of media.

From this Your child will gain:

- A lively and enquiring mind with a love for learning and willingness to apply effort.
- The ability to express themselves creatively.
- The full use of their imagination.
- Self-confidence, a sense of worth and respect for themselves and others.
- A defined set of personal and social values.
- The ability to make rational decisions and problem solve.

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.
- Ensure that sufficient nappies are provided and a change of clothes. Nappies are provided for 15mths – 2 years.
- 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, Milk bottle
- Fitted cot sheet, flat sheet/blanket
- Comfort item
- Hat
- Nappies
- Spare clothes (extra for toilet training)
- Ensure all items are labelled

Biting and Toddlers

Although many parents are shocked to learn that their child has bitten another child or has been bitten, it is important to put this into perspective. The reasons for biting are complex and varied. Toddlers often bite when they are teething, when they are frustrated, bored, stressed by social situations around them or just out of curiosity.

It may also be a form of communication used in the absence of well-developed language skills. We believe that if biting is dealt with simply and consistently it need not be a problem in the group. It is our practice to give attention to the child who has been bitten, as the negative attention given to the child who is the biter often will reinforce biting. The child will not stop biting unless they receive lots of positive attention when they are not biting.

Children will not be punished for biting as we maintain that they must feel safe in the room and we monitor the situation carefully in consultation with parents.



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.

Parents/Carers

Due to children having nut allergies

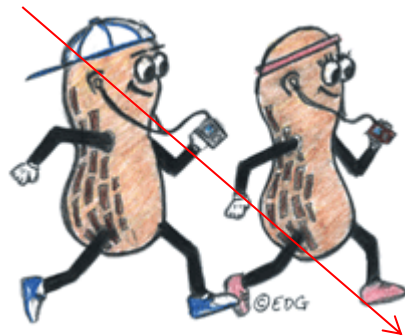
We ask that **NO NUT PRODUCTS**

be brought into the Centre.

This includes Muesli bars, Peanut Butter and Nutella.

We appreciate your thoughtfulness and respect

Thanks



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



Developmental milestones and the EYLF/NQS

1 to 2 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, climbs and runs takes two to three steps without support, legs wide and hands up for balance crawls up steps dances in place to music climbs onto chair kicks and throws a ball feeds themselves begins to run (hurried walk) scribbles with pencil or crayon held in fist turns pages of book, two or three pages at a time rolls large ball, using both hands and arms finger feeds efficiently begins to walk alone in a 'tottering way', with frequent falls squats to pick up an object reverts to crawling if in a hurry can drink from a cup tries to use spoon/fork 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "Be open to new challenges and discoveries", "Motivate and encourage children to succeed when they are faced with challenges." (p.22)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Social	<ul style="list-style-type: none"> begins to cooperate when playing may play alongside other toddlers, doing what they do but without seeming to interact (parallel play) curious and energetic, but depends on adult presence for reassurance 	<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. "organise learning environments in ways that promote small group interactions and play experiences" appropriate to children's development. (p.24)</p> <p>NQS: Areas 1, 3, 5</p>
Emotional	<ul style="list-style-type: none"> may show anxiety when separating from significant people in their lives seeks comfort when upset or afraid takes cue from parent or principal carer regarding attitude to a stranger may 'lose control' of self when tired or frustrated assists another in distress by patting, making sympathetic noises or offering material objects 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe, secure and supported. E.g. "acknowledge and respond sensitively to children's cues and signals."(p.21)</p> <p>NQS: Areas 1, 3, 4, 5, 6</p>

Developmental milestones and the EYLF/NQS 1 to 2 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • repeats actions that lead to interesting/ predictable results, e.g. bangs spoon on saucepan • points to objects when named • knows some body parts • points to body parts in a game • recognises self in photo or mirror • mimics household activities, e.g. bathing baby, sweeping floor • may signal when s/he has finished their toileting • spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them • stacks and knocks over items • selects games and puts them away • calls self by name, uses 'I', 'mine', 'I do it myself' • will search for hidden toys 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. E.g. Broaden their understanding of the world in which they live. (p.26)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Language	<ul style="list-style-type: none"> • comprehends and follows simple questions/ commands • says first name • says many words (mostly naming words) • begins to use one to two word sentences, e.g. "want milk" • reciprocal imitation of another toddler: will imitate each other's actions • enjoys rhymes and songs 	<p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. "model language and encourage children to express themselves through language in a range of contexts and for a range of purposes." (p.40)</p> <p>NQS: Areas 1, 4, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not using words or actions to communicate such as waving or raising arms to be lifted • is not wanting to move around • is not responding to others • is not seeking attention of familiar people 	<p>NQS: Areas 1, 5, 6, 7</p>