

Platypus (Wajin)

15 months – 2 years

Information Package 2022



Your Educators are:

Miss Dandara – Certified Supervisor

Miss Monique – Educator

Miss Senna – Educator

Miss Luciana – Educator

Miss Josie - Educator

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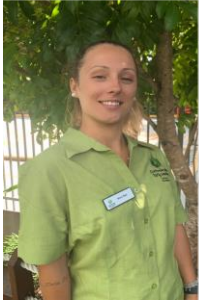
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PLATYPUS WELCOMING LETTER

Hi and welcome to Toddlers. This Introductory Package is designed to provide you with information relating to the operation and functions of the room. It is our hope that this information will answer some of your questions about the year ahead. Please remember that you are always welcome to come to us with any questions or concerns at any time. We look forward to meeting and getting to know both you and your child

Your Educators



Miss Dandara Certified Supervisor

Olá Familias (Hi Families)! I'm from Brazil and I have moved to Australia 9 years ago. I have a diploma in Early Childhood Education, and have been working since 2014. I am very enthusiastic and creative. I really enjoy to interact with children and help them to grow through this journey of learning, discovering and playing. I am very excited to be with this beautiful children in Platypus Room and also to get to know all families.

Miss Senna Educator

Hi! My name is Senna and I am one of the platypus teachers! I'm 21 years old and have been working in childcare for 5 years. Ever since I started in 2017 I have fell in love with the industry. I love working with children and helping them grow. The best part of my day is seeing a child to get excited to achieve or experience a new goal and for me to help and experience that with them means the world to me and seeing their little smile of joy. I hope to build strong connections with your children and be the teacher they can always come to as someone they can trust.



Miss Luciana Educator

Jingeri Families! My name is Luciana. I am originally from Argentina. I hold a Bachelor Degree in Psychology back to my country and have a Certificate III in Australia, where I have lived for 3 years. I have been working in Childcare Centres for the past 7 years and have experience with children with special needs. My personal mission is to connect with each child and to show them that their needs are met and understood at such important age in their lives. I am eager to meet and know each of our children better in Platypus Room and share together a wonderful year together.

Miss Monique Educator

Olá Familias (Hello Families)! My name is Monique and I have started working in CPELC since April 2021, mostly in Koalas room. I am 32 years old, and have spent 4 of them living in Australia. I am currently studying towards Diploma in Early Education and Care. I hold a Bachelor Degree in Pedagogy and Master in Neurology applied to Education back in Brazil. I have worked 7 years as kindergarten teacher in my hometown, São Paulo. I believe children are capable and competent learners and how playing has such an important impact through their development. I am looking forward to this amazing journey in Platypus Room and their families!



Miss Josie Educator

Hey my name is Josie Ingwersen and I will be joining the Kindergarten team in 2022. I have been in the industry for about 6 years and have completed my Cert 3 in children's services. I am also studying towards a Bachelor of arts/education (primary/early childhood education) at Southern Cross University. I can't wait to start the year with your child to create new adventures and new discoveries to strengthen their development.

Opening & Closing Hours

Our full operating hours are 6.30am-6.30pm (various session times apply within these times). 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 24th December 2022 until 2nd January 2023. Only public holidays will be charged during this closure.

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 Platypus 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 Platypus 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), long sleeve rashie, acqua nappy. 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 sleeptime.
- 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.
- Nappy Rash cream 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 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 4.45pm.

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.

Sleeping bags

We would like to ask that you please DO NOT SEND a sleeping bag for your child to have a nap. We have identified that in an event of an emergency, Toddlers need to be able to move independently and the sleep sack will prevent them from doing so. If you have any questions, you can talk to educators.

Information about Kindy Kitchen

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 required. As well, we provide a late snack for those children still in attendance after 4.45pm.

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)
- 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 Toddlers

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).

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 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.

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.

Personal Toys

Please **refrain** from bringing personal toys to kindy as children get upset when toys are lost or broken. Soft comforters are welcome for rest time.

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, we will hold a parent's evening and if you can't make it, 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



Outdoor Nature Play and Education (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, ONPE 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's 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 Gecko, 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 Outdoor Educator, Deborah Glacken.

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.

Toddlers Broad Goals

Fine Motor skills

- F1 Picks up an object using pincer grip
- F2 Places an object in and out of a container
- F3 Stacks two or more objects (blocks)
- F4 Turns two or three pages of a book at a time
- F5 Manipulates play dough
- F6 Scribbles with crayons, paint or pencil
- F7 Strings large beads
- F8 Completes a 1-2 piece puzzle
- F9 Rolls a ball

Gross Motor

- G1 Moves to music
- G2 Walks up and down stairs with help
- G3 Walks to a ball and kicks it
- G4 Pushes, pulls or carries a toy while walking
- G5 Throws a ball
- G6 Rides a tricycle without using the pedals
- G7 Walks along a wide balancing beam
- G8 Balances on one foot
- G9 Runs with ease
- G10 Walks with ease

Cognitive Development

- C1 Gets a ball that has rolled out of sight
- C2 Understands many words
- C3 Understands simple directions
- C4 Points to five body parts
- C5 Matches similar toys
- C6 Turns a familiar picture the right way
- C7 Uses his or her own name
- C8 Listens to a short story
- C9 Recognises self in a photo
- C10 Matches a picture
- C11 Matches a sound to an animal

Self-help Skills

- S1 Helps dress-undress self
- S2 Drinks from a cup
- S3 Uses a spoon
- S4 Chews food well
- S5 Washes and dries hands with help
- S6 Places hat on head and takes it off

Language Development

- L1 Uses two word sentences
- L2 Tries to sing songs
- L3 Points at and names familiar objects
- L4 Uses words that tell what people and things are doing
- L5 Uses words that tell about people and things
- L6 Copies four words that are said
- L7 Asks questions by rising intonation and end
- L8 Answers yes or no to questions
- L9 Talks to other children
- L10 Asks for more
- L11 Says own name

Social/Emotional Development

- E1 Uses some gesture (waving)
- E2 Hands a toy to someone
- E3 Expresses affection to familiar adult-child
- E4 Recognises self in mirror
- E5 Explores without putting objects in mouth
- E6 Shows emotions; happy, sad, angry, tired
- E7 Tries to comfort others
- E8 Separates with ease from parents
- E9 Greets peers and teacher
- E10 Participates in solitary parallel play
- E11 Accepts affection from familiar adult child

Platypus Daily Routine 2022

Time	Routine
6.30 - 8.00am	Combined age group outside play in the front yard
8.00– 9.00am	Transition to side yard play
8.30am	Nappy Change
9.00- 9.30am	Hand washing and morning tea time
9.30am	Group Time
9.45 – 11.00am	Planned Activities / Free and spontaneous play (indoor/ outdoor play)
10.30am	Nappy change
11.00 – 11.30am	Hand washing and lunch Time
11.30 – 2.00pm	Sleep/ rest time
1.30 - 2.00pm	Wake up time / nappy change as children wake / play at side yard / snack before afternoon tea
2.30 – 3.00pm	Hand washing and afternoon tea
3.00 – 4.45pm	Indoor activities
3.30 – 4.00pm	Nappy change
4.45pm	Transition to PK room Hand washing and Late snack
5.30 – 6.30pm	Free play as a combined age group until pick up

Miss Dandara, Miss Monique,, Miss Senna, Miss Luicana and Miss Josie - Platypus Educators

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.

INDIVIDUAL CHILD PROFILE

Platypus 2022

Child's Name: _____ Age: _____

Parent's Names: _____

Siblings: _____

My child likes: _____

My child dislikes: _____

My child 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:

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

All 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 _____

Allergies _____

Additional information

My Platypus bag checklist

- ✓ Bottles with correct amount of water added to them and formula measured out in a small separate formula tub or bottles of breastmilk/cow's milk
- ✓ Bed sheets/Sleeping bag
- ✓ Comforters
- ✓ Own nappy cream with a label from the chemist (including child's name)
- ✓ Own medicine with a label from the chemist (including child's name)
- ✓ Seasonal clothing and spare set of clothes
- ✓ Make sure everything is labelled so we can keep track of everything
- ✓ Water bottle
- ✓ Please bring in a family photo to go on our family tree

