

Melaleuca



Welcome to the Melaleuca family



This booklet will provide you with information on the Melaleuca room.

We hope that this helps you and your child settle in at Baringa.

This booklet will include;

- The Melaleuca team
- General guide
- What to bring to Baringa
- General information
- The Melaleuca daily routine
- The Melaleuca room philosophy
- Child information sheet We would appreciate if you could please complete and return this as soon as possible to ensure that we are able to provide your little one with the best possible personalised care. All information shared will be kept confidential.

We encourage you to familiarise yourself with our website, as we endeavor to keep it up-to-date with further information you may need during your time at Baringa. You can find this at www.baringachildcare.com

We also provide families with information on our Facebook page which can be found by searching for Baringa Early Learning Centre.

If you have any questions, please don't hesitate to ask one of us and we will be happy to help.

Thank you for allowing us to be a part of your journey.

Kindest regards,

The Melaleuca team.

Meet the Melaleuca team











Carmen Team Leader

Carmen works Tuesday to Friday.
Carmen has completed her
Diploma of Early Childhood
Education and Care.

Wendy Educator

Wendy works Monday, Tuesday, Thursday, Friday. Wendy has completed her Diploma of Children's Services.

Emily Educator

Emily works Monday, Wednesday,
Thursday, Friday.
Emily has completed her
Certificate III in Early Childhood
Education and Care.

Emma Educator

Emma works full-time. Emma has her Certificate III in Early Childhood Education and Care.

Sue Educator

Emma works Monday to Wednesday. Sue has her Certificate III in Early Childhood Education and Care.



General guide for Melaleuca

- ❖ Cooled boiled water is used for babies under six months of age. This includes in bottles for formula.
- Cow's milk is given after 12 months (when requested), unless an alternative is requested.
- Dummies are usually only offered at sleep times, unless your child is distressed.
- Children will be regularly offered water throughout the day.
- ❖ Babies sleeping in the cot rooms are checked every 15 minutes.
- All hair accessories are removed before sleep as they may be a choking hazard.
- * Hats are to be worn outside at all times.

Please bring

- ❖ 6 x nappies 4 to use during the day and 2 spares
- ❖ 3 sets of spare clothes
- ❖ Attachment items dummies, teddies, blankets, photos etc.
- ❖ Breastmilk, formula, bottles
- Coats and beanies for winter
- ❖ Broad brimmed hats and sleeved tops for summer singlets do not meet sun safety requirements.
- ❖ A water bottle that has been labelled with your child's name

Please don't bring

Please do not bring any toys from home as it can be distressing for your child if they are lost, broken, or used by other children. 'Home toys' will be placed back in your child's bag. Attachment items are welcome and will be used at rest times to help bring comfort to your little one.

Sustainability

As we place a large focus on sustainability, we ask if any families are interested in taking home food scraps from the babies building for their compost or animals. If you are interested please speak to Carmen in the Melaleuca room, or email admin@baringa.org.au



General information

- ❖ Please label <u>all</u> of your child's items. Any unlabeled items will be placed into lost property. Any items that are unclaimed will be donated to charity at the beginning of each month.
- ❖ If your child is being picked up by anyone other than their parents or legal guardians, you are required to complete a pick-up form. 'One off' or 'Ongoing' forms are available on the website, or upon request. Please confirm on the morning at drop-off, or by phone if your child is being picked up by another person. If staff are unfamiliar with them, they will be asked to show photo identification at pick-up.
- ❖ If you wish to spend time with your child while they are at the centre it is more beneficial if this is done at pick-up time. We recommend that you keep morning drop-offs brief, however we ask that you always say goodbye to your child when leaving them.
- ❖ If your child needs medication (including antibiotics, medicated creams, eye drops etc.) you must fill out and sign a medication form. Medication should be given to an Educator for appropriate storage. If your child has allergies and has an Action Plan, please bring it with any medication (EpiPen, ventilators, diffusers etc.) and ensured it is clearly labelled with their name. Please ensure we have current medication within its expiry date that exactly matches that of the Action Plan or letter from Doctor.
- ❖ QKeYLM is the online program that we currently use to record your child's activities and progress. The application 'My family lounge' is used to access this. Instructions to register for this will be provided with your child's enrolment. Please speak to admin if you have any questions regarding this.
- ❖ Throughout the year the Melaleuca room will be focusing on many different topics. This will be documented in our program which can be found on the wall in the room. We love to have input and involvement from our children's community members so if you feel you have something to offer that could expand on our focus please do not hesitate to speak with the team. In addition, if you feel your child would really enjoy a particular exploration please let us know. We welcome you as community members and love to offer children experiences that have been planned in a collaborative manner.



Melaleuca daily routine

Please note, our routine is a rough guideline only and each child's individual routine will be followed whenever possible to ensure that we are respecting the needs of the Melaleuca children and their families.

| 0730–0800 | Children arrive at Baringa and Melaleuca are joined with the Hakea Room. Once there |
|-----------|--|
| | are two Educators from each room, the rooms slowly separate. |
| 0815-0900 | The children have the option of indoor/outdoor play. |
| 0900 | Hand washing commences. |
| 0915–0945 | Morning Tea – The children are encouraged to sit down to enjoy morning tea as a |
| | family. The Melaleuca team encourage a leisurely morning tea to take advantage of |
| | this lovely bonding opportunity. Morning tea is started with the Acknowledgement of |
| | Country and Good-morning song. |
| 0945-1030 | Indoor/Outdoor play is provided for the children. Children are encouraged to |
| | have input with the selection of resources they would like during this time. Nappy |
| | changes will commence, and children who have two sleeps generally go down after |
| | their nappy change. |
| 1045-1115 | Children begin to transition inside and are encouraged to take off their own shoes, |
| | socks and hats. Hats are placed into the hat basket, and shoes and socks are placed in |
| | their bags. One educator runs 'together time' – reading and singing songs. Another |
| | educator helps children to wash their hands and put on their bibs for lunch. |
| 1115-1145 | Lunch – Children are encouraged to sit down for lunch. Educators again encourage |
| | this as a time for bonding, so it is taken at a leisurely pace. To provide children with |
| | agency, tables are set up to ensure children are able to indicate that they would like |
| | more food, and to encourage children to feed themselves where possible. |
| 1145-1230 | Nappy changes commence and children who sleep will get ready for bed. |
| 1230–1400 | During this time, the children who have two sleeps are generally awake, and are sitting |
| | down for their lunch. Educators spend one on one time with children who are awake. |
| | By 1400 most of the sleeping children start to wake, and children who have two sleeps |
| | will be ready to go down for their second sleep. Nappy changes occur as each child |
| | wakes up/before their sleep. |
| 1400-1415 | Hand washing commences for the children who are ready to sit down for afternoon |
| | tea. |
| 1415-1445 | Afternoon tea – Children are encouraged to sit down for a leisurely afternoon tea. |
| 1445-1630 | Children have the option of indoor/outdoor play. During this time, the afternoon |
| | nappy changes commence. |
| 1630-1645 | Children are assisted with hand washing and then are encouraged to sit on the mat |
| | for 'together time' – reading and singing songs, while enjoying afternoon vegetables. |
| 1700-1800 | Melaleuca transitions to the Hakea room. At 1800 the centre closes. |
| | |

Whilst we do have some set nappy change times, nappies will also be changed as needed



Baringa's Philosophy

Aboriginal and Torres Strait Islander Perspectives

We work with children to expirere concepts related to indigenous worldviews to enrich their understanding of the places in which we reside and to which we are connected. Aboriginal and Torres Strail Islander perspectives are embedded within our daily proctise and planning with guidance from local Eders and Yunkaporta's 8 ways of

Being

We strongly support children's right to 'be'. We provide flexible, supportive and inclusive care where children are empowered to be present and deeply engaged in the world around them.

Belonging

We place great emphasis on connection for children and families within our Centre. We acknowledge each child, and each family's unique background, cutture, beliefs, prior experiences and skills to form practices that create a sense of belonging.

Becoming

We take an active role in recogniting and nurturing children's abilities. We support their future success and happiness and aim for each child to develop and realise their potential.

Pedagogy

Our pedagogy is based on a combination of core values, experiences and professional knowledge about child development and education. We utilise reflective practices to ensure that our pedagogy is relative and effective.

Scaffolding

We embed high-quality scaffolding within experiences to promote a deeper level of learning. This support is tailored to meet the needs of each child. Our practice promotes learning that is, accessible to all.

Relationships

We encourage the formation of

sale, secure and supportive

relationships

We identify that relationships are

essential to children's learning thus

building connections and

We value rich, trusting and

respectful partnerships with

families and the community

noting the creation of bonds

Assessment

Dispositions for

Learning

We provide learning

environments in a way

where every child has the

opportunity to experience

curiosity, cooperation,

creativity, persistence and

enthusiasm.

Assessment is an essential too to help us plan for and support children's learning. Through assessment, we collect information to plan effectively, create rich educational experiences and generate pathways for children's ongoing learning and development.

CHILDCARE CENTRE

PHILOSOPHY

Play
We facilitate play-based learning to
empower children to make sense of
their world, develop and explore their
interests and ideas, develop curiosity,
creativity, and problem-solving skills,
Through play, we build relationships,
develop social skills and expand
language. While engaging in play we
support, guide and extend children's
learning and development.

Resilience

We create brave environments that promote perseverance, positivity, confidence and a sense of self-belief thus enabling children to succeed when faced with adversity.

Agency

We support the development of independence as each child discovers their abilities to make their decisions and to develop the confidence to explore and make sense of their surroundings. A sense of agency is an important part of a strong sense of identity.

Diversity

We ensure that everyone feels welcome, valued and accepted, irespective of their age, culture, background or ability. We acknowledge that children learn within their family/community groups and bring their rich knowledge, a range of experiences and identities to their learning.

Melaleuca's promise

Some days it will come home in their hands

Some days it will come home in their heads

And some days it will come home in their heads



Acknowledgement of country

We in the Melaleuca family would like to say thank you to the Ngunawal people for letting us share their land.

We promise to look after it.

Hello land (touch the land)
Hello sun (reach to the sky)
Hello me (hug yourself)
Hello friends (open your arms)

Melaleuca good morning song

Good morning Melaleuca, Good morning Melaleuca, Good morning Melaleuca, Let's see who's here today

| | | | _ is h | ere | toc | lay, |
|------|-------|-----|--------|-----|------|-------|
| | | | _ is h | ere | tod | lay, |
| Wave | hello | and | clap | уо | ur h | ands, |
| | | | is h | ere | tod | lay. |



Child information sheet

| Name | Date of birth | |
|-----------------|---------------|--|
| | | |
| Regular Routine | | |
| 0800 | | |
| 0900 | | |
| | | |
| 1000 | | |
| | | |
| 1100 | | |
| | | |
| 1200 | | |
| | | |
| 1300 | | |
| | | |
| 1400 | | |
| | | |
| 1500 | | |
| | | |
| 1600 | | |
| 4700 | | |
| 1700 | | |
| | | |







Baringa Childcare Centre Local Area Excursion Form

Throughout the year children in the Melaleuca room may go on short excursions around the local area. The reason for the excursion will be outlined in the program for the week.

Children will walk if able or alternatively be safely strapped into a pram. We anticipate a maximum of 12 children attending these excursions with a ratio of 1 to 4. The staff attending the local excursion will adhere to the required ratio. There will be a risk assessment prepared and filed in the office for each excursion.

Please sign below and return when you child commences care if you would like to give permission for your child to join us on these excursions.

Thank you, Melaleuca team

I give permission for my child ______ to attend local area excursions.

Parent/guardian name:

Parent/guardian signature:

Date: