

Welcome to
the
Grevillea
Family





Hi and Welcome to the Grevillea Room

This booklet includes details on what we do in the Grevillea Room.

We hope this will help you and your child settle in at Baringa.

In this booklet, you will find:

- Educators list
- What to bring (and what not to bring!)
- General Information
- Grevillea Room Daily Routine
- 2020 Transitions
- Child information sheet - We would appreciate if you could fill and return the 'Child Information sheet' promptly so that we have a further understanding of your child and how we can take the best possible care of him/her. All information shared will be kept confidential.
- Baringa Childcare Philosophy

More detailed information is available on our website <http://www.baringachildcare.com> and we encourage you to familiarise yourself with the website as we try to keep it up to date.

If you have any further questions, please ask one of our friendly educators.

We hope you have a great year with us.

Regards,
The Grevillea Family

Meet our Grevillea Family



Chelsea Team Leader

Chelsea has been at Baringa since 2017. Chelsea has completed her certificate 3 in Early Childhood Education and Care and is now studying towards her Diploma in Early Childhood and Care. Chelsea is the full-time team leader in the Grevillea room.



James Educator

James has been at Baringa since 2017. James has completed his Certificate 3 in Early Childhood Education and Care and is now working towards his Diploma in Early Childhood and Care. James is full time in the Grevillea room.



Suman Educator

Suman has been at Baringa since 2017. Suman has completed her Certificate 3 in Early Childhood and Care. Suman is part time in the Grevillea room.



Callum Educator

Callum has been at Barina since 2018. Callum has completed his Certificate 3 in Early Childhood and Care. Callum is part time in the Grevillea room.



Leah Educator

Leah has been at Barina since 2019. Leah is studying her Certificate 3 in Early Childhood and Care. Leah is part time in the Grevillea room.

What to bring...

- A spare change of **LABELLED** clothes (including pants, undies, socks, jumper, shirt and shoes). If your child is toilet training, please bring up to three changes of clothing.
- Winter clothes e.g. a hat or beanie and a jacket
- Summer clothes e.g. a sun hat & short sleeved top
- Nappies or pull-ups if needed
- A blanket if your child sleeps during the day
- Any on-going medication (marked clearly with their name)
- Drink bottle to be brought in each day.

What not to bring...

Please **do not** bring in any toys from home, as it can be distressing for your child if they are lost, broken or misplaced. 'Home toys' will be placed in a box on the front bench for collection. Attachment items are acceptable for rest time only (i.e. their teddy, blanket or dummy)

General Information

- Please label **ALL** your child's clothing items. Any unlabeled items will be placed into the lost property basket located on the bench as you enter the Centre.

- If your child is being picked up by anyone other than their parents or legal guardians, you are required to complete & sign a pick-up form ('one off' or 'on-going' forms are available on the website or upon request). Please confirm that morning during drop off or by phone later to the Centre if another person is picking up your child. If staff are unfamiliar with them, the staff will ask to view photo id to confirm their identification.

- If you wish to spend time with your child in the Centre, it is more beneficial if this is done at pick up time. It is recommended that you keep morning drop offs brief, but 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 must be given to an Educator for appropriate storage.

If your child has allergies & has an Action Plan, please bring it with any medication eg EpiPen, ventilators and diffusers clearly marked with their names. Please ensure that we have current medication

- QK Journeys is an online program that we use to record your child's activities and progress throughout the year. A Username and instructions will be given to you upon your child's enrolment.

Routine

<p>Arrival time (7:30am-9:00am)</p>	<p>Arrival at Baringa To assist with the transition into the Grevillea room of a morning from drop off, there are activities/recourses set up which they have the opportunity to explore. When appropriate outside play is offered.</p>
<p>9:20am-9:30 am</p>	<p>Inside pack up The children who are inside tidy up using the clean-up song and then sit on the group fishy mat. The children outside get ready to come inside once the bell is rung, they line up at the door, go inside put hats and jackets away and also sit on the mat.</p>
<p>9:30-10:00am</p>	<p>Morning group time The Grevillea children are encouraged to sit on the group mat to greet each other and the educators in the room for the day. A role call is done at morning group time as well as a variety of experiences including counting, days of the week/what day it is today, the weather, alphabet/sounds and songs. The grevillea children are transitioned down to the bathroom to wash their hands before morning tea. Morning group time continues into progressive morning tea.</p>
<p>10:00am-10:30am</p>	<p>Progressive Morning tea During progressive morning tea, the morning tea is put out on a tray with tongs while the children are reading books or puzzles on the group mat. They can come and go during this time and play if they aren't feeling hungry yet. However, the children are to sit down if they are eating on the rug and not walking around with the food.</p>
<p>10:30am – 11:20 am</p>	<p>Inside/outside play It is important to encourage and remind the children frequently for toilet breaks. Inside/outside play experiences are offered during this time.</p>
<p>11:20–11:30am</p>	<p>Inside pack up. The children inside tidy up the toys that they have been playing with using the pack up song and sit down on the mat. All children outside get ready to come inside once the bell is rung, they line up at the door and go inside put hats and jackets away and also sit on the mat.</p>

**11:30
am-
11:50am**

Lunch Group time

The Grevillea family during the group time will have a staff do a silent role call from the back. During this time, an educator running a group time does a few spontaneous activities with the children and then slowly transitions them to wash their hands before lunch time.

**11:50am
-
12:30pm**

Progressive Lunch time

Lunch time is in the dining area the children are encouraged to go sit down for their meal, where they serve themselves into their bowl. The children are responsible for taking their dishes, scraping their bowls and placing the dishes in the tub to be taken to wash. Lunch is a progressive meal time so the children have the option to do quiet sit-down activities or come and eat lunch. The children are encouraged every 5-10 minutes to come and eat.

**12:20pm
- 1:00pm**

Children transition to Quiet time.

After leaving the lunch table the children are encouraged to go to the bathroom before moving down to the rest area. The children who sleep get will ready for bed. During rest time in the Grevillea room they are encouraged to lie down for a rest and have the option to choose a book or do a puzzle as a quiet activity, we play quiet resting music and turn the lights off.

**1:00pm -
1:30pm**

Inside play

An educator at the end of rest time sets up activities around the room that may be from the program or the children have shown interest in. Once the activities are set up they are slowly transitioned to go play after putting away their pillow/book or puzzle.

**1:30pm -
2:30pm
2:15pm**

Inside/outside play

It is important to encourage and remind the children frequently for toilet breaks. Inside/outside play experiences are offered during this time.

Shoes on!

2:30pm

Inside pack up

All children tidy up the toys which they have been playing with using the pack up song.

All children outside get ready to come inside once the bell is rung, they line up at the door and go inside put hats and jackets away and also sit on the mat.

2:45pm

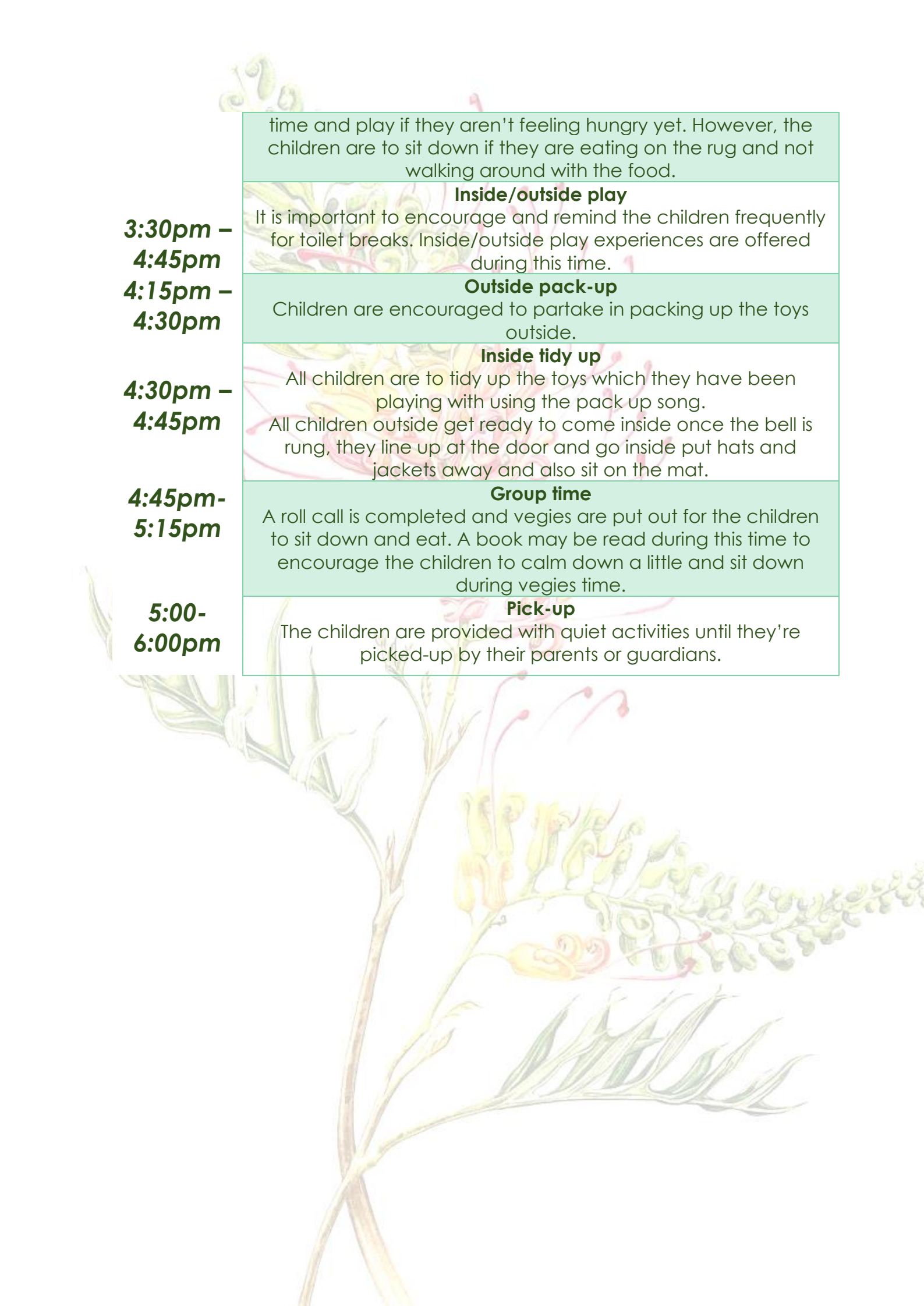
Afternoon group time.

A roll call is done. Then children can wash their hands for afternoon tea. The group time is continued into afternoon tea.

**3:00pm -
3:30pm**

Progressive afternoon tea

During progressive afternoon tea, the afternoon tea is put out on a tray with tongs while the children are reading books or puzzles on the group mat, they can come and go during this



time and play if they aren't feeling hungry yet. However, the children are to sit down if they are eating on the rug and not walking around with the food.

Inside/outside play

It is important to encourage and remind the children frequently for toilet breaks. Inside/outside play experiences are offered during this time.

**3:30pm –
4:45pm**

Outside pack-up

Children are encouraged to partake in packing up the toys outside.

**4:15pm –
4:30pm**

Inside tidy up

All children are to tidy up the toys which they have been playing with using the pack up song.
All children outside get ready to come inside once the bell is rung, they line up at the door and go inside put hats and jackets away and also sit on the mat.

**4:30pm –
4:45pm**

Group time

A roll call is completed and vegies are put out for the children to sit down and eat. A book may be read during this time to encourage the children to calm down a little and sit down during vegies time.

**4:45pm-
5:15pm**

Pick-up

The children are provided with quiet activities until they're picked-up by their parents or guardians.

**5:00-
6:00pm**



2020 Transitions

Transitions in 2019 have been a little bit different to most years. Currently your children are transitioning every morning at 10:30am into their new rooms. As of February 3rd, the children will be dropped off into their new rooms and have officially made that 'transition'. If you have any concerns about the transition of your child/children please do not hesitate to ask any questions.

Room Transition Policy

Policy Directive: It is intention with this policy to set forward requirements of transitioning children between rooms to ensure a successful transition. Transitions are times where children move between and adapt to different spaces or places and with different educators. Baringa Childcare Centre endeavors to provide children and families with a smooth transition between rooms to ensure the child is comfortable and supported in their new setting. Transitions occur throughout the year according to availability, age requirements, learning and development needs.

Requirements

- Ensure that transitions are successful by building on the commonality between environments and supporting learning and development in ways that connect with a child and their family.
- Understand that all children are different and respect each child responses to transitions.
- Actively support transitions using appropriate methods such as transition activities and regular visits to the new room prior to start date.
- Encourage all stakeholders to promote inclusive practices with families, children and educators to ensure a smooth transition.
- Team leaders are to review and collate the information provided by families and previous educators to inform future program planning to address the child's routine, strengths, needs and social groupings.
- Create continuity that involves building on children's prior and current experiences to help them feel secure, confident and connected with people, places, events, routines and understanding.
- Team leaders are to ensure that all information including ongoing forms, dietary requirements and additional information are up to date and received by the new Team leader prior to the child's official start date.

Aboriginal and Torres Strait Islander Perspectives

We work with children to explore 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 Strait Islander perspectives are embedded within our daily practise and planning with guidance from local Elders and Yunkaporta's 8 ways of learning.

Belonging

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

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.

Dispositions for Learning

We provide learning environments in a way where every child has the opportunity to experience curiosity, cooperation, creativity, persistence and enthusiasm.

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 safe, secure and supportive relationships. We identify that relationships are essential to children's learning thus building connections and promoting the creation of bonds. We value rich, trusting and respectful partnerships with families and the community.

Assessment

Assessment is an essential tool 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.

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 and a positivity, confidence and a sense of self-belief thus enabling children to succeed when faced with adversity.

Diversity

We ensure that everyone feels welcome, valued and accepted, irrespective 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.

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.

Becoming

We take an active role in recognising 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.



CHILD CARE CENTRE PHILOSOPHY

Child Information Sheet

Date:

Name:

**To plan and implement engaging experiences for your child,
we would like to know the following-**

What motivates your child?

What toy/resource do you find your child engaging in at home?

Indoors:

Outdoors:

What is your child's favourite song/songs?

Does your child have any special interests?

What Nationality is your child? Does he/she speak another language at home?

What are the different celebrations you celebrate with your child?

Who makes up your child's family? Are there any other members of your child's community that you feel we should know about?

Do you have any expectations for the year that we can help with?

Is there any other information you would like us to know about your child?



Health information

Does your child have any allergies / intolerances / dietary requirements?

Does your child require a sleep during the day? If yes, does your child have any restrictions on how long he/she may sleep for?

Does your child:

- Wear a nappy or pull-ups
- Need reminding to use the toilet on a regular basis
- Need assistance when using the toilet (e.g. wiping, dressing, washing etc.)
- Use the toilet independently
- Is there any other information you would like us to know about your child?

Please send through some family photos, as the children love to look at them and it helps us to create and build stronger relationships with them. Please send them to admin@baringa.org.au or attach them here, thank you in advance.



Baringa Childcare Centre Local Area Excursion Form

Throughout the year in the Grevillea Room, the children may go on local excursions. The reason for the excursion will be outlined in the programming for the week. The children will walk if able or alternatively be safely strapped into a pram. We anticipate a maximum of 22 children attending the excursion with a ratio of 1 to 11. The staff attending the local excursion will adhere to the required ratio. There is a risk assessment prepared and filed in the office.

Please sign below and return when your child commences care.

Thank you

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

Parents name:

Parents signature:

Date: