

Rose Park Community Childcare

Newsletter

Term 3 2022

COVID update

As per the email sent a couple of weeks ago, families are now allowed back into the Service. We love having you in and being able to settle your child inside, including putting away their belongings and signing them in. If you are having difficulties with the electronic sign in system, please let us know and we will confirm your pin code and then get someone to show you how to use the system next time you are in.

Just remember, not to stay for too long, don't get too close and if you would like a time to chat to educators for an extended time, just ask and we will organise a suitable time to have a meeting.

We are currently waiving family's fees until the end of August for COVID reasons. We just need a screen shot of the text message you receive from SA Health as evidence.

Water Bottles

A reminder that you will need to take your child's bottle home each evening to wash and refill. Don't forget to return it with your child the next day they are in.



Availability of spaces for this year and next year

At the moment we have spaces on Mondays and Fridays for permanent or casual bookings. If there are changes to your permanent booking needs this year, please let Sarah or Lisa know as soon as possible so we can plan ahead with our current waiting lists. Remember that we do require 2 weeks' notice to cancel bookings.

Due to the centre being nearly full on most days we cannot promise that we will be able to offer casual or swap days throughout the

year, so if you know ahead of time that your child will not be in, please let us know so we can do our best to accommodate everyone's needs.

If you have recently had a baby or are pregnant, please make sure that you have filled in a waitlist form and returned it to us if you are needing care next year. We try our best to offer our current families first, but if you do not let us know you need the care, then it makes it tricky for us to squeeze you in with minimal notice.

Nappies

If your child is in nappies, please provide enough for the day that they are in. We usually change children around 4 times per day, so it would be appreciated that all children have at least 6 nappies in their bag for the day to make sure that there is enough there. Quite often educators will change the children and then not long after it will be soiled. We occasionally have a supply of spare nappies at the centre and we will use one of those if you do run out during the day, or we will 'borrow' from another child. We then ask that you bring in enough the next time you are in to replace what has been borrowed.

Community Library

As most of you already know, we have a Community Library set up in between the two



entrance gates of the Centre. We encourage the use of this to expose the children to more literacy. The idea of the Community Library is to 'Take a Book' and 'Give a Book', or alternatively, 'Borrow a Book' and 'Return a Book'.

We have noticed recently that there are not many books in the Library Box. If you have taken a book recently, we ask that you

replace it with another book that your child no longer reads at home or bring the book back once you have read it with your child. The box is there for the Service Community to use and we ask that you respect the concept of it. If you have any books at home that your children have gotten too old for, we always welcome donations too.

Wet Bags

We have introduced Wet Bags at the service to promote sustainability - not over using plastic bags for wet, soiled and dirty clothing. New families will be needing to purchase one through us at enrolment and current families can order via email. They are \$20 each and come in 3 designs, Bees, Rainbows and an Aboriginal design (see pictures below), patterns are subject to availability. Each bag is 30cm X 40cm, cotton outer, waterproof liner, clip band to attach to backpack and zipper closure. These are locally handmade. Please send us an email if you would like to purchase and we can add the cost to your account.



Immunisation

Thanks to all that continue to forward us your child's Immunisation History Statement after they have had an update of their child's scheduled immunisations.

We are required by law to have up to date records of each child's immunisation status, which can only be in the form of their Immunisation History Statement. You can access this on your MyGov account.

If you fail to do this, you will automatically receive an email from our booking and billing system saying that you have not supplied this to us.

Once you have forwarded it to us, we can enter in the updates.

We keep our own records of who is due, so we may also email individually. If they are not received within a couple of months of when the immunisation is due, your Child Care Subsidy may be suspended until the statement is entered. Children who are not immunised are **not able** to attend any

childcare service, unless they have a legal exemption.

Scheduled immunisations are due at 2, 4, 6, 12 and 18 months of age, then again between 3 and a half years and 4 and a half years of age.

See SA Health website for more details.

<https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/conditions/immunisation/immunisation+programs/childhood+immunisation+program/childhood+immunisation+program>

Spare underwear, gum boots and socks

If you happen to have any spare underwear, gum boots or socks that do not fit your child anymore, we would be more than happy to take donations for our spare/emergency clothes.



Hats and weather appropriate clothing



As per our SunSmart policy, children and educators are required to wear hats and sunscreen from the beginning of August through to the end of April. This will begin next week. If your child needs 'special sunscreen', please bring in next week. Also, please double check that they have a hat on site.



Mural

Through our fundraising over the last couple of years, we have been saving the money for a mural on the front fence. We are looking at how we could raise the rest of the money needed.

WATCH THIS SPACE!!

**Name:**

Lisa

Role at RPCC and how long have you worked here:

Assistant Director and I started at the Service in July 1997, so just on 25 years, minus a couple of bouts maternity leave.

Who lives at your house?

Husband Mark, 2 sons, Lucas 14 years and Hamish 10 years, both attended the centre when they were younger. Our dog, Lilly, Staffy x Kelpie.

Favourite TV show / movie:

Anything to Binge on Netflix or Disney+, especially Marvel movies and TV Shows as a family.

Current favourite Artist/Music:

Anything 90's (showing my age!)

Likes:

Holidays with family, dinner and BBQ's with friends.

Dislikes:

Spicy food, mice and rats.

Favourite part of my job:

Being part of many families lives over the years and looking after many children. I am thinking the day may come soon that I meet a new parent here, that was a child that I once looked after. And the great thing is that every day is different, which has made the last 25 years interesting.

If I won a million Dollars:

Pay off our house, holidays and work less!

**Name:**

Masuma

Role at RPCC and how long have you worked here:

Educator in the Under 2's

Who lives at your house?

My Husband Abul, my daughter Rhine and our cat Twinkie.

Favourite TV show/movies:

Masterchef

Current favourite Artist:

Justin Timberlake and Sonu Nigam

Likes:

Cooking and visiting different places.

Dislikes:

Dishonesty

Favourite part of my job:

When children smile at me and call me "Suma".

If I won a million Dollars:

I would buy a motor home and travel all over Australia.



Educational Leader Reflection

Thinking about practice

With the recent reflective discussions around documentation, I thought it would be a great opportunity to mention consent of images when taking photographs of the children at play. Throughout the day, educators take photos of the children as a way of capturing the child's voice, moments we would like to extend learning, moments of being and to share learning with families and the community. However not all children are photographed in their play, why? Because of consent.

As educators we have a duty of care to protect your child's identity. A large part of that is to ensure that we are asking, listening and watching your child's cues. We frequently ask children for their permission throughout the day in relation to various aspects from toileting, thirst, hunger all the while receiving their consent respecting their voice. However, educators need to also be aware of how a child feels when we are using media and technology.

Children in the under 2 age group or who are preverbal, don't necessarily give you a yes or no when asked about consent to images, however educators look for other ways in which a child shows consent. When a child ceases their play or turns their body away from you, this is a clear indication that they do not want to be photographed. Knowing your child as well as we do, is also helpful. Some children become embarrassed or shy when the camera is out, educators respect this and capture the moment with voice instead. The older children verbalise their consent when asked and will often like to be photographed to show their pride in their achievement. Those that don't or can't voice their needs are also acknowledged and respected through their use of non-verbal cues. In a technology world we have to ensure that children's voices are heard, they have an equal right to their identity just as adults do. The UN convention on the Rights of the Child states in Article 12 that children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions considered, and in Article 16, children have the right to privacy. If we, as adults, don't allow the child to speak out we are breaching their human rights and are also showing them that their voice doesn't matter.

So, if at times, your child doesn't have a photo in the learning journey or individual learning journey, it isn't because they have been missed, it is because they haven't given consent. Educators just capture their magnificence in other ways. Something to ponder.

Name:

Yu-Ting

Role at RPCC and how long have you worked here:

Educator across all rooms, I started my casual employment in April 2021 and now part time from this month.

Who lives at your house?

I live with my two sons and my husband. My older son is Damon and is 9 years old and my younger son is Philip, he is 7 years old.

Favourite TV show / movie:

My favourite movie is "Back to The Future". It is adventurous and thrilling. My boys can understand it now and we all enjoy watching it together.

Current favourite Artist/Music:

My favourite artist is Angela Clay, she is a Taiwanese singer. Most of her songs on her album are in Mandarin, but there are a few in English.

Likes:

Cooking, having coffee with friends and sleep.

Dislikes:

I don't like eating bananas.

Favourite part of my job:

When I play with the children, look at those smiles, it makes me feel the breeze in my heart.

If I won a million Dollars:

I will donate half of it to people who really need it and share the other half with my sons, my mother, father and my husband.

Kitchen Manager's Column

Kim our wonderful and talented Kitchen Manager has kindly shared 2 more recipes for you to try at home.

Shepherds Meatloaf

1 Tablespoon oil
1 carrot shredded
1 kg mince meat
½ cup bread crumbs
1 Teaspoon mixed herbs
1 onion finely chopped
1 teaspoon crushed garlic
2 celery stalks finely chopped
¾ cup peas
1 egg beaten
¼ cup tomato sauce

Topping

4 large potatoes
½ cup milk
20-grams margarine
Seasoning

Heat oil to sauté onions, celery, garlic and carrots until tender.

In large bowl combine mince, vegies, peas, breadcrumbs, egg, sauce and herbs. Season to taste.

Press mixture into prepared loaf pan and place in oven 200C, bake for 20 minutes, when juices run clear, drain.

Boil potatoes until tender and mash with milk, margarine and seasoning.

Top meat with the prepared mash and rough up with fork.

Return to oven 200C for 20-25 minutes until cooked through and golden.

Choc Orange Cake

2 ½ cups SR flour
1/3 cup sugar
½ teaspoon salt
¾ cup orange juice or milk
1 whole orange rind grated
½ cup cocoa powder
1 tablespoon coffee granules (optional)
3 eggs
Oven at 180C
Grease and line a cake tin
Cream together butter and sugar, add eggs – beat and add milk (or juice)
Add flour, cocoa, coffee and salt – mix
Add orange zest
Pour into prepared cake tin and cook until bounces back to touch.

News from the rooms.....

Under 2's

Welcome to all our new under 2's families. We also welcome you back into the building, now that COVID restrictions have lifted. As you have access inside the building, educators reflected and decided that the bag tags are no longer needed. We now ask that you check the white boards in the baby and toddler rooms regarding your child's sleep/mealtimes and routine. For your convenience and for your continued sharing with extended family, the learning journey will continue to be emailed. We appreciate your feedback regarding this and feel that you are able to talk with your child regarding their learning day at care, through this method of sharing. Each learning journey is filled with children's current learning, interests and beautiful moments of connection and discovery. Recently we celebrated and acknowledged Reconciliation week, as we used a variety of elements to explore what this signifies to us in relation to our current and emergent curriculum. Educators incorporated Aboriginal and Torres Strait Islander cultures into the program and practice, ensuring that the learning we implement is meaningful and links to current learning. Together, educators and children made lemon myrtle and poppyseed cake, constructed and engineered a "Wardli" (Kurna word for shelter) and we started the introduction to fire and fire safety, with our own pretend campfire. Coming together for a yarn (talk, meeting) around the "campfire", reading stories that relate closely to our own pedagogy, linking learning to life on the land and engaging in the text "sharing" written by Aunty Fay Muir and Sue Lawson. Conversations and links to home regarding campfires, as we toasted marshmallows around the fire pit in the over 2s yard, acknowledging NAIDOC week. The under 2's made wattle seed damper using bush tucker found on Kurna land, explored small world provocations for dramatic play, built on our Karuna language of native animals and shared beautiful books such as "Finding our heart" by Archibald prize winner Thomas Mayor, "Sharing" as mentioned and "Warna Manda Baby Earth Walk" by SA Author Susan Betts and Mandy Foot (this story was gifted to the under 2s from one of our families, which gave us inspiration to use throughout our

provocations). We celebrated World Ocean Day, International mud day and Bastille Day which have a direct link to our own beliefs and culture. In group learning, we explored various schematic play types of enclosure, trajectory and orientation, we explored sound and dramatic play provocations. Facilitating children's interests with hands on learning and sensory exposure, as we continue to use natural resources such as mud and clay. Incorporating heuristic play (loose parts) as children use language linking to numeracy markers to explore ideas and concepts. Our environment is flexible and adaptable allowing for child led and individualised exploration. Due to the cooler weather, educators have modified the play environment to suit (NQA 3) providing inside and outside play. Children have embraced the muddy puddles connecting with the natural environment.

In partnership with you, our families, educators are able to build connections in which we incorporate into our program. We appreciate all and any feedback (NQA 6).

Em, Ky, Masuma, Mads and Ama 😊

Wallabies

We would like to welcome all our new Wallabies to the room. The Wallabies have been exploring many learning areas while investigating and gaining new knowledge. Tie dying has been a focus recently, the children have been exploring colours, shapes and patterns. Each child has brought a top in and then decided if they would like a heart, stripes, dots etc. then after it has been folded and tied the children were able to add whatever colour dye they wanted their top to be. We had to leave them to set for a bit and then the children were able to see their special top. Below is a picture of a child using the dye.



The Wallabies have also been very busy exploring our natural world and living creatures. The children have also noticed that the weather has been changing and the

change of the seasons means our natural world has changed. We have explored this through art, scavenger hunts, stories and music. We have also explored frogs as well as different animals' fur and skins. The children have had hands on opportunities to touch and explore what each of these items feel like and look like. These resources are borrowed from the Nature Education Centre. This centre provides a variety of resources that help facilitate children to learn and investigate through hands on learning. Community exploration continues to play a big part in our learning. The children have recently been able to visit the playground again, challenging their gross motor skills.



Children learn about their wider community and the world that they live in. The children have also been watching the construction works that have been

occurring around our local area. When the weather is nice enough we have been having picnics on the grass in our local community.



We have also celebrated National simultaneous Storytime, National Reconciliation week, World Ocean Day, World Giraffe day, National sunglasses day, International Mud play day and NAIDOC Week. The children learn about their community, the Aboriginal and Torres Strait Islander peoples and how to care and respect for the world that we all live in. Children also develop their early literacy skills through multiple different formats of stories – read aloud by educators, interactive story as well as recall from an educator or a peer. With winter this brings fire lighting season. The Wallabies have been learning how to be safe around the fire, how the fire is lit, what the fire provides as well as what we can make on the fire. Children take these moments to calm and watch as the flames grow bigger and bigger, enjoying the heat they are feeling from the fire. We have cooked marshmallows,



made 'billy tea' (boiled water and added freshly squeezed orange) and read books around the fire. The Wallabies have also learnt that we do not touch the fire as it is hot.

A friendly reminder with the weather changing and the afternoons getting colder please can you make sure that there is appropriate clothing in your child's bag. Also, please pack their wet weather gear including gumboots.

We look forward to all the future learning and investigations.

Thanks Sarah, Tracey, Vic and Jess.

Kangaroos

Have you ever wanted to learn about all things poo? Well, this term the children in Kangaroo's have been exploring the question 'where does my poo go' after it's been flushed down the toilet? The children have been exploring where the poo goes, how this affects our oceans and also the different types of poo that animals do. Did you know that Wombat poo is square? Or that hippos like to fling their poo around everywhere to mark their territory? Or the reason that bird poo is both brown and white is because they wee and poo at the same time? Karilyn even brought in some snake poo (in a snap lock bag of course) to show the children that snake poo is hairy because their food isn't fully digested properly. We also noticed that snake poo doesn't smell (that was lucky). This exploration has allowed the children to see the benefits of poo and why there's different types of poo in our environment.

Similar still, the children have had an ongoing interest in sea creatures (particularly sea turtles) and with acknowledging days like 'World Ocean's day' and 'World Sea Turtle day' the children were beginning to understand how rubbish can severely impact

our oceans. We spoke a lot through the term about how we can clean up our oceans and what this means for our animals. The children have also enjoyed learning about sea creatures and their features (particularly with turtles) and talked about how they live in the ocean.

This term we also celebrated Reconciliation week and NAIDOC week. These days are important for our Kangaroo children to understand the importance of Aboriginal and Torres Strait Islander people. The activities surrounding these was a deeper look into their flags and what the colours on the flag represent. We spoke about black being the colour for people and how that is the colour that Aboriginal people identify with as their skin colour. This allowed discussion and conversations about our own skin colours and how are all different and that's beautiful. We also were able to dive deeper into learning about Evie's culture as she identifies as a Torres Strait Islander people. This was a great opportunity to discover things about her community and allow the children to understand that people come from everywhere and each culture is different. We also were able to use our firepit this term for warmth and cooking kebabs on the fire. It was also a broad look into how Aboriginal people use fire in their culture too. This has also created an atmosphere for relaxation and having a 'yarn' around the fire – a great way to build connections with each other in the Kangaroo room.

Ongoing interests in the children's day-to-day learning is pretend play experiences (often including hair dressers, doctors and nurses or mums and dads), construction play (in the sandpit, with Lego or other blocks provided to them), fascination in trains and vehicles as well as art explorations using clay, paint and cutting and gluing experiences.

We're also sad to see that some of our children are moving on from Rose Park and either moving on to continue their learning journey elsewhere. We have loved having the children in the room, it's a pleasure to see them learn and grow and we wish them all the very best for their next adventure.

Jacinta, Rachel, Karilyn and Deb