



Really Great Care for Really Great Kids.

Pedder Patter Child Care Centres Inc

ABN 31 792 554 660

DOLPHIN ROOM BOOKLET

AGES: 3-5

THE CARERS: KRISTI REID-SMITH JOY WILMSHURST & KATE BEESTON

The Young Children's Room is licensed for 20 children and two carers. The current standard is 1:10, that is one carer for ten children.

When required, regular relief carers are used.

OUR PHILOSOPHY

Our main aim for the Young Children's Room is to create a safe, happy, welcoming and child friendly environment.

Carers will support and encourage development in all major areas of growth. Carers will respect individual needs whilst promoting the child as a whole.

Carers will expand upon children's cues to create stimulating, learning and challenging experiences, which will embrace our multicultural community.

Carers will work as a team, have empathy with children, parents and other team members. We will promote a positive self image and be able to accept criticism constructively. Family participation in all areas of the programme will be encouraged and welcomed.

OUR LONG TERM GOALS

Carers will model and create a positive and warm relationship with the children, ensuring the development of the child as a whole. This will be achieved by:

THINKING -

Children will begin to understand they can solve problems by themselves. Carers focus:

- ✧ to enhance positive self esteem.
- ✧ to give the children the understanding that they can solve problems together.
- ✧ to help children understand why things happen, and their involvement in certain situations.
- ✧ to help children to choose an action not a reaction
- ✧ positively reinforce the children in their attempt's.
- ✧ to encourage children's inquisitiveness.

COMMUNICATING -

For children to learn many appropriate ways of communicating with others. Carers focus:

- ✧ For the children to use their words, appropriate ways to vocalise and use their body.
- ✧ for children to begin to recognise that communications are designed to have particular effects
- ✧ for children to begin to link letters with sounds.
- ✧ for children to begin to write with some purpose
- ✧ for children to relate numbers to everyday life.
- ✧ for children to begin exploring with computers and use the programs creatively and collaboratively

SOCIAL-

For children to “get along” with others by being part of the group. Carers focus:

- ✧ for children to be democratic
- ✧ for children to have a more deeper meaning towards sharing with others.
- ✧ for children to help understand that it is all right to act differently in some situations.
 - ✧ to help children with their self control.
 - ✧ for the children to begin to show awareness of their own strengths and confidences
 - ✧ for the children to participate in ceremonies and celebrations to recognise cultural diversity.
 - ✧ For the children to work collaboratively in group situation

PERSONAL FUTURES-

For children to “feel happy” about their identities as well as others. Carers focus:

- ✧ for children to learn about friends.
- ✧ for the children to begin to accept every day guidance strategies to promote appropriate equitable behaviours within the group
- ✧ for children to develop an understanding about empathy.
- ✧ for children to begin to take responsibility for their own behaviour and actions
- ✧ to create an environment to pursue personal goals for each child.

ENVIRONMENT/WORLD FUTURES-

For children to have a better understanding about their environment and the world around them. Carers focus:

- ✧ for children to take responsibility of their environment.
 - ✧ for children to understand the impact on how they look after their environment.
 - ✧ for children to understand about inter-relationships, cycles, diversity and change.
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BEHAVIOUR MANAGEMENT

The centre has a behaviour management policy that is followed in the room. The policy folder is located in the hallway for view.

WHAT TO WEAR

Please ensure your child brings appropriate clothing for the day's weather. During summer please keep in mind the centres sun protection policy. For example: a hat without toggles (**WIDE BRIMMED**), sensible footwear - which must have an ankle strap, a coat without toggles, a woollen hat. Please make sure that all items are named.

SIGNING IN AND OUT

The sign in and out sheet is located in the front entrance area. When you and your child arrive and depart, you will need to sign your name. You will also need to write in the actual time of arrival and departure in the space provided. A diary is located in the room where you can write in any messages for the carers as well as changes to the collection of your children. This diary is to ensure that all carers, including lunch cover relief receive the information relevant to the care of your child for the day.

MEDICATION

If your child requires any medication, a consent form must be filled in. The medication folder is located in your child's room. Please ensure that the form is filled in correctly, otherwise the medication will not be administered this also includes if the instructions on the bottle differ to what you have written or if any information has not been filled in. Medications must be stored in the office or the kitchen fridge. If you accidentally leave any medication in your child's bag, it will be removed and can be collected at the end of your child's day. The centre will not administer any herbal medications.

DAY BOOK / ESSENTIAL LEARNINGS PROGRAMME

The day book is located with the carers. It provides a record of the experiences that your child has participated in during the day.

The Essential Learnings Programme is located on the left hand side of the wall (next to the store room). There is a group plan as well as the fortnightly experiences plan which coincides with the group plan. The carers plan and evaluate the programme once a fortnight. During the year, we hold a "Programme Planning Night", this is your opportunity to talk to the carers about your child's individual programme and their development. However, if you have any concerns at anytime throughout the year do not hesitate to talk to the room carers.

FAMILY AND FRIEND INVOLVEMENT

Children and carers enjoy having visits from people and animals/pets.

For the children, family involvement is related to increased positive self-esteem and an improved regard for learning and themselves as learners. We understand the needs of working parents, so we also encourage involvement of grandparents, aunts uncles and friends.

TOYS FROM HOME

We understand that children like to bring items from home to show. Please understand that carers are unable to keep a track of extra belongings brought in as we have many children in our care. We therefore ask that parents take some responsibility and limit items to one comfort toy only that is named. If your child has something particular (eg. a birthday present) to show, it could be brought in to be shown and then when the parent leaves they could take the item with them at the time. The item is then not left at the centre to get lost or broken. We appreciate co-operation from parents on this matter.
