



Really Great Care for Really Great Kids.

Pedder Patter Child Care Centres Inc

ABN 31 792 554 660

SEAHORSE ROOM BOOKLET

AGES: 18 months- 2.5 years

OUR PHILOSOPHY OF CARE AND LEARNING

In the Seahorse room, the educators believe it is important for toddlers to feel safe and comfortable in their surroundings. We strive to foster a sense of belonging so that children feel confident becoming independent by experiencing a range of events and activities within that context.

Toddlers are unique, knowledgeable, feeling and thinking people and are therefore treated as individuals, with respect.

Toddlers are naturally curious and are eager to learn. We value play, as it is vital in their learning process.

Play is:

- children's work, self-initiated and spontaneous
- the way children make sense of the world and the people around them
- a means of developing and practicing skills
- a way of nurturing creativity and self-expression
- an opportunity for toddlers to use their curiosity and to explore, experiment and test ideas.

Our program is developed to meet the many and varied needs of the toddler. Through observations, educators recognise and strive to meet the toddler's emerging skills, both as individuals and as part of a group. The environment should be "homelike", varied and interesting. It should provide:

- consistency, safety and encourage challenges, individual interests and needs
- equal opportunities to participate in all aspects of the programme.

The educators in the Seahorse Room believe a partnership between them and parents enhance the toddler's overall development and well-being. Two-way communication between families and children is actively encouraged.

OUTCOME 1:

CHILDREN HAVE A STRONG SENSE OF IDENTITY.

GOAL:

For children to feel safe, secure and supported within the Seahorse Room, by developing their independence and knowledge to become confident and active learners.

- Help to establish and maintain respectful, trusting relationships with other children and educators.
- Spend time interacting and conversing with each child.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Provide a variety of opportunities for children to engage independently with tasks and play.
- Provide time and space for children to engage in both individual and collaborative play.
- Provide culturally valued learning of individual children's communities.

OUTCOME 2:

CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD.

GOAL:

For children to develop a sense of belonging within the Seahorse room by understanding that they are a part of a community, which enables them to act responsibly and fair towards each other.

- Help promote a sense of community by modelling language and gestures that children can use to express ideas and negotiate roles.
- Encourage children to develop skills to participate in group play and activities.
- Help children to understand room rules.
- Help children understand about their environment by being responsible role models.
- Provide opportunities to explore diversity of culture, heritage, background and tradition within the context of their community.
- Draw children's attention to issues of fairness relevant to them in their setting.

OUTCOME 3

CHILDREN HAVE A STRONG SENSE OF WELLBEING.

GOAL:

For children to become strong in their social and emotional wellbeing within the Seahorse room.

- Show affection, understanding, and respect for all children.
- Ensure all children experience pride in their attempts and achievements.
- Promote children's sense of belonging, connectedness and wellbeing through daily routines and experiences.
- Encourage family participation in the programme.
- Provide a variety of physical activities to enhance children's dance, drama, movement and games.
- Model and reinforce health, nutrition and personal hygiene practices with children.

OUTCOME 4

CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS.

GOAL:

To provide opportunities for curiosity, cooperation, building confidence, creativity and imagination through play experiences within the Seahorse room.

- By providing learning environments that are flexible and open-ended.
- Modelling inquiry processes, including wonder curiosity and imagination.
- Reflect with children on what and how they have learned.
- Provide opportunities that encourage investigating and solving problems.
- Provide resources that offer challenge, intrigue and surprise.
- Share in the children's enjoyment.
- Share children's learning and their experiences with the families.

OUTCOME 5

CHILDREN ARE EFFECTIVE COMMUNICATORS.

GOAL:

For children to interact within the Seahorse room verbally and non-verbally for a range of purposes.

- Engage in enjoyable interactions through the day.
- Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes.
- Read and share a range of books and other texts with children.
- Provide a literacy-enriched environment.
- Sing and chant rhymes, jingles, and songs.
- Encourage children to play with words and sounds.
- Build on children's family and community experiences with creative and expressive arts.
- Provide children with access to a wide range of everyday materials that they can use to create patterns and to sort, categorize, order and compare.

GENERAL INFORMATION

EDUCATORS

Selina

Lisa

Emily

EDUCATOR RATIOS

The Seahorse Room ratio is 1:4 (under 2) & 1:5 (over 2) and has a maximum of fifteen children.

THINGS FAMILIES NEED TO SUPPLY

If your child is having bottles, these will need to be provided. Please ensure they are pre-made and are named. If your child requires breakfast on arrival this needs to be provided, including any milk or spreads required.

Please pack a spare change of clothes every day and provide sunscreen if your child is allergic to the centre's sunscreen. These must be named.

Toys from home are discouraged unless they are used for comfort and settling. If there is anything else that helps settle your child please bring it along eg dummy, rug, teddy.

FAMILY INFORMATION

At the start of the year, educators will give families an information pack to fill out. This pack contains information about the Seahorse room and forms for families to complete. The information is used to share the link between home and the educators to assist in building a more positive relationship, which benefits the child.

SIGNING IN & OUT

Upon arrival and departure, parents must sign and note the time of arrival or departure on the day sheet, which is located inside the front entrance of the centre.

MEALS

The Centre provides a hot lunch and morning and afternoon tea. Children have milk with morning and afternoon tea and water at lunchtime. Water is available at any time throughout the day. Orange juice is provided on non-meat days. The menu is displayed in the room and copies are available at parents' request. Your child may bring a drink bottle but it is preferred that water or juice is supplied, not cordial. We are an allergy aware centre. If your child has any allergies/intolerances please speak to the centre manager on enrolment.

SUNSCREEN

Sunscreen is provided by the Centre. Families may provide their own sunscreen if your child has an allergy to the one provided by us. Sunscreens can be left at the centre - please ensure these are clearly named.

ALLERGIES AND INTOLERANCES

If your child has an allergy/intolerance to anything please let the room educators know. Families will need to fill out an Action Plan if allergies are severe.

MEDICATION

If your child requires medication whilst in care you will need to fill in the medication sheet located in the room. Please ensure that this sheet is filled in correctly, as we are unable to give the medication if there is an error.

Medication must **NOT** be left in the child's bag - please hand them to room educators. Please ask the educators for assistance if needed.

INCIDENT FORMS

If your child is injured or involved in an incident or accident, an incident report form will be filled out by an educator, outlining what has taken place. These forms are to be sighted by parents and signed when the child is collected. These forms are then kept in your child's personal file at the front office.

TOILET TRAINING

This is the age group that many children are beginning toilet training. The educators are more than happy to assist you and your child with this. Please be aware that there may be differences between toilet training at home and at the centre. Children often may become absorbed in play at care and may forget to go on occasions. Please ensure there is enough spare clothing and underwear provided in case of accidents. Do not hesitate to speak to the educators about any strategies you wish them to adhere to in regards to your child's needs or any other concerns you may have in this area. Information on toilet training is also available - please speak to one of the educators.

SLEEPING

The seahorse room has a sleep room set up for your child's nap if needed (bedding is provided).

Parents please remember that if your child sleeps up to 2 or 3 hours at home that may not be the case here. Many things play a part here e.g. noise level, other children in the sleep room with your child, and general noise from the rest of the Centre. If your child has a special sleep comforter, don't forget to provide this. If your child has a time limit on their sleep please let the educators know.

CHANGE OF CLOTHING

Due to some experiences on the room programme your child will need an extra set of clothing. Please ensure there is always a spare & named change of clothing in your child's bag.

The weather conditions change so quickly so we need to be able to add or take off clothing as needed. **NO SINGLET TOPS** or **THONGS** are permitted - see Centre policies.

BIRTHDAYS

Families who wish their child to celebrate their birthday at the centre may request a cake be made for them at a small cost. Due to several allergies within the centre, families are asked not to supply their own birthday cakes. If families would like their child to celebrate their birthday at the centre, a request for a cake to be made by Megan (our cook) can be made at the office for a small fee.

PROGRAM PLANNING

Once a week the educators in the Seahorse Room meet for two hours to plan for the children. This is referred to as program planning. Planning in early childhood settings involves the daily challenge of providing flexible, secure, supportive, peaceful, respectful and collaborative relationships and environments within the centre. Informal chats about children's development and learning also play a large role in planning. Educators use family input and observation of children to plan weekly experiences, which ensure the enjoyment and learning through play of the child whilst in care. The weekly programme is displayed in the room.

The group plan is also displayed in the room for families to view and make comments. Each child has an individual file, which contain learning stories and the children's interactions within the Seahorse room context. Families are welcome to read their child's file - please just ask one of the one of the educators.

**PLEASE NAME EVERYTHING THAT YOUR CHILD
BRINGS INTO THE CENTRE.**

ACTIVITIES WE ENJOY

DRAWING- this helps develop fine motor skills, hand eye co-ordination and colour awareness. This is an early writing skill.

PAINTING - develops creativity, experimentation with shapes, size, texture and colour.

FINGER PAINTING - this develops gross and fine motor skills and is a great tactile experience.

PASTING - develops creativity, imagination, hand-eye co-ordination and problem solving skills.

PLAYDOH - a tactile experience to develop gross and fine motor skills and social skills.

HOME CORNER - this promotes role playing and pretend play.

CONSTRUCTION - encourages sharing, problem solving and fine motor skills.

THREADING - develops hand-eye co-ordination and fine motor skills.

WATER PLAY - these develop tactile awareness and initial measuring skills.

MANIPULATIVE TOYS - puzzles, shape sorters and hammering boards, develops sharing and waiting turns, ideas of sequence, persisting and completing tasks.

BOOKS - develops language and concentration.

SINGING, MUSIC, MOVEMENT & MUSICAL INSTRUMENTS - develops language, concepts of loud and soft, fast and slow.

STORIES - develops language, anticipation, concentration and imagination.

BEST OF ALL, THESE EXPERIENCES ARE FUN!!

WORDS WE USE

GROSS MOTOR - use of the large muscles of the body i.e. climbing, running, balance beams, ball games

FINE MOTOR -use of the small muscles of the hands and eyes, i.e. puzzles, threading, cutting, and drawing

COGNITIVE - thinking and problem solving skills.

TACTILE/SENSORY - something that you do with your hands i.e. flour/wheat/water play, play doh

DRAMATIC PLAY - includes role-playing and pretending, i.e. home corner, dressing up.

CREATIVE PLAY - includes painting, finger painting, drawing, pasting

CONSTRUCTIVE PLAY - involves blocks, collage, construction

MANIPULATIVE PLAY - includes jigsaws, threading and shape sorters.

INTEGRATION - is the process of welcoming and settling new children and families into the Centre.

TRANSITION - is the movement of children between home and care, from one area to another and from room to room.

MULTICULTURAL - presenting a wide range of materials from around the world and other cultures.

GENDER EQUITY - to ensure that each child, regardless of gender, has equal opportunity to participate in the wide range of experiences offered.
