



Dolphin room

INFORMATION BOOKLET

Welcome to the Dolphin Room

The staff at ACCCK would like to welcome you and your family to the Dolphin room and look forward to a collaborative relationship, ensuring your child has access to an educational program which meets your child's development needs and Interest.

The Dolphin Room caters for 16 children who are 3 years of age before the 30th of April in the year of attendance or attending a four year old Kindergarten program else where. There are two educators working in the Dolphin room and the staff roster is arranged to ensure parents are able to liaise with an educator on a regular basis.

Children at this age are developing an inquisitive, imaginative world and we as educators ensure your child's physical and intellectual needs are met, by providing an educational program that is based on each child's individual development and interest.

Each child is required to be signed in when arriving at the service and again when being collected from the services, the sign in/out book is located on the shelf next to the bathroom window on the left side of the room as you enter. There is also a my day book informing families of what your child has eaten throughout the day and if he/she has had a rest, the book will be filled out daily as accurately as possible, this is situated next to the sign in/out book.

Displayed either inside the Dolphin Room or on the rooms display board in their foyer, you will find the following:

- ⇒ your child's individual portfolio
- ⇒ the reflection journal
- ⇒ the children's daily information book detailing what your child ate, how much sleep they have had, etc.

Please check the room daily for any notices and room routines. Parents are encouraged to enter the room and participate in any activities or routines.

Please feel free to contact the educators throughout the day or alternatively you can make an appointment.

What to Bring

- ⇒ A change of clothes (keep in mind weather conditions and seasons) daily as we encourage messy sensory play such as finger-painting, water play and goop & mud
- ⇒ For summer months sun hats and sunscreen are supplied by the service, unless stated in your enrolment pack that you will provide your own suitable sunscreen.
- ⇒ For the winter months a coat, beanie and gumboots.

Enough nappies or pull ups if needed. Please note if enough nappies are not supplied for the day, a charge of \$5.00 per day will be added onto your account. Parents must supply any creams or powders that you wish to have on your child during nappy changing

Parents Role

We welcome and encourage parent's input into the program. It is you that knows your child the best. You can have input in our program by expressing your ideas, concerns and comments to staff verbally or via email. You will also have the opportunity to comment on your child's progress throughout the year via a curriculum evaluation form and parent interviews.

You can also assist by:

- ⇒ Keeping up to date with current events and issues by regularly reading messages posted around and on the front door of our room as well as by regularly checking parent pockets/emails for notices.
- ⇒ By being open and honest with educators, we value your input. For example inform us if there has been a significant event that occurs in your child's life (death of a pet, an upcoming holiday, a change in regular routine etc).
- ⇒ Spending time in the class room with your child is very valuable. Parents have an open invitation.

Guidelines for the Dolphin Room

- ⇒ We use walking feet inside
- ⇒ We use quiet voices inside
- ⇒ We sit on the chairs and couch in the room
- ⇒ We use positive words with our friends at all times
- ⇒ We wash our hands before meal times, after going to the toilet, wiping our nose, after messy play and once entering or leaving a room at family grouping times.
- ⇒ At experiences we are aware of how many children can participate

When Dolphin children Forget These Guidelines:

- ⇒ We use verbal guidance to redirect children, explaining why it is unsafe or inappropriate
- ⇒ We use direct guidance and remove the child from the situation and redirect them to another experience
- ⇒ We explain to the child why their behaviour isn't acceptable

Guidelines for educators are:

- ⇒ For the children to feel secure and supported through their learning
- ⇒ For the children to receive a program that simulates learning across all areas of development
- ⇒ For their children to sense and respond to a feeling of belonging in a small and large groups
- ⇒ For the children to show respect for the environment both natural and structured

Room Routine

7am- The centre opens, breakfast is served until 8.30.

8.30am- Dolphin program begins

9.30am- Morning tea (Progressive)

9.30-11.30am- Indoor/Outdoor Activities (Weather depending)

11.30am- Lunch time, children wash their hands and find a place to sit at the table. All children are encouraged to serve their own lunch.

12.00pm- Indoor/Outdoor activities (Weather depending)

1.00pm- Settling into rest time (Toileting, Undressing & Bed)

1.15- 3pm- Rest time

3pm- Children slowly wake, dress, toileting and have afternoon tea (progressive)

3.30-5pm- Indoor/Outdoor Activities (Weather depending)

5-5.15pm- The Dolphin children are offered Late snack

5.30pm- Family grouping

6.30pm- Centre closes

These routines are flexible, group times are encouraged throughout the day either spontaneous or staff initiated

Routine Experiences

Sleep/Rest Time

All children are encouraged to have a rest throughout the day. We realise that not all children will have a sleep, therefore we encourage these children to rest or have quiet time enabling children to restore energy to remain happy and content for the remainder of the day. We try to meet the children's individual needs. Mattresses, sheets and blankets are provided. Sleep times will be recorded in the My Day Book.

Mealtimes

Children are encouraged to try all foods, but are never force fed or denied food at anytime. Staff will sit with children while they are eating and assist where needed. Encouragement of independence is based on the appropriateness to the child's age and personal level of development and ability. The children are offered breakfast, morning tea, a hot lunch, afternoon tea and a late snack. Water and milk is offered regularly throughout the day. The menu is displayed in the foyer as well as in the room. This has been planned by our cook.

Nappy Changing

Parents are required to supply at least 5 disposable nappies each day or alternatively you can provide a bulk pack of nappies. If you provide nappies in bulk staff will notify you when your child's nappies are low, either through verbal communication, note in your parent pigeon hole or written in the daily book. If families do not provide nappies after this communication then a \$5.00 daily charge will be added to your account to cover the cost of the centre providing nappies for your child. The children's nappies are changed on a regular basis, in a safe and hygienic manner. Staff use nappy changing times as an opportunity to interact with each child on a one to one basis singing songs, talking about pictures, using both verbal and nonverbal communication.

Independent Toileting

Toileting is an area which may cause some parents concern; remember we are here to help you. An important factor to remember is that there is no right age to begin toileting. It can be somewhere between 18months and 3 years each child is different. Successful training can only happen when the child's bladder and bowel muscles are adequately developed and can be voluntarily controlled by the child. The child must also be emotionally ready, be aware of bodily functions and know what toileting is all about. Toileting should be a positive experience for children. Accidents are inevitable and staff will not ridicule or embarrass children at these times, we will offer encouragement for all attempts. Children should be introduced to the toilet/potty slowly. We suggest this may be easier for the child if this is done at home first. Once the child has been introduced to the toilet/potty they will be offered the toilet/potty at nappy change times. Toileting can be a long process therefore much patience is needed, most importantly the process of toileting needs to be consistent between home and the centre for the process to be effective.

Curriculum

Attwood Child Care Centre & Kindergartens curriculum is based on; The Early Years Learning Framework. The framework describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

ACCCK curriculum is based on the children's individual interest at the present time. Each child has their own **individual portfolio**, where educators use a variety of strategies to collect, document, and interpret the information that they gather to assess children's learning. One of the main documentations educators create is a **learning story**; Storytelling is used to identify children's unique interests and record challenges and achievements in a way that is positive and meaningful to children, families and the educators. Using Learning Stories allows the educators to plan experiences that are focused on the child's observed interests. This enhances children's sense of themselves as competent learners.

The portfolios are kept in each of the rooms and are accessible to the children and families to read throughout the year, your feedback and contribution to the portfolios are encouraged as this is a way to develop meaningful relationship between the centre and your family.

An example of a learning story is attached.

A daily reflective journal is also written in each room to record and reflect upon each day, this allows parents to become familiar with what their child/ren have been doing throughout the day. Parents are welcome and encouraged to read/look through the journals either by yourself or with your child. Staff appreciate family feedback and uses this information to further develop their reflective journal and make it more personal to you and your family.

The curious case of Ben!

22/1/18

Mary produces Ben with a wooden box, looking intently at the object in front of him he wastes no time to rip off the lid, discovering coloured tubes inside he manipulates it between his hands, before bringing it closer to his mouth for the full sensory experience, Mary was quick to react and diverted the item away from his mouth, demonstrating how to shake the instrument encouraging him to use his sense of hearing. Smiling at the peculiar sound it made Mary handed the instrument back, gladly accepting it Ben gave it a quick shake just like Mary had demonstrated. ***(Ben develops dispositions for learning such as curiosity, commitment and enthusiasm as well as engaging in co-construct learning demonstrating his ability to mirror, repeat and practice the actions of others immediately.)***

Ben moved onto the other long shaped instrument in the box shaking the item in his left hand then bringing it closer to his ear identifying a different tone, smiling as he went on to the third tube this time it made a loud sound and Ben's face lit up when he played the instrument, holding onto his preferred instrument for a few minutes longer until he was satisfied with his findings! ***(Ben demonstrates a range of skills and processes such as inquiry, experimentation, and researching.)***

Later Mary is at Ben's side again providing him with a pop up toy, in order to continue extending on his interest in becoming an active and confident participant in learning with the help of a cause and effect item the 'pop up turtle'. Mary demonstrates once, counting each button as she presses them, which causes the head to pop from the shell, 'Pop!' the sound struck Ben's attention, Mary gasped, "Oh look!...Again?" pushing the head back in to reset the buttons, Mary offered the turtle back to Ben. Without any hesitation Ben used his finger tips to press the buttons as Mary started to count "One..." to Mary's surprise Ben followed by saying "Two!" "Well done yes, two!" ***(Ben effectively communicates to educator when he engages with verbal interaction and identifying his knowledge and understanding of how numerical sounds are represented.)***

Ben continued silently concentrating on his work, noticing the buttons were becoming increasingly difficult for him to press, he strategically flipped the turtle on its back pressing down on the turtle using the floor for leverage to push in the buttons. Mary watched in disbelief thinking, *Wow! How did he know to do that, must be a fluke?* After watching the head spring out Ben smiled satisfied of his new method. So Mary decided to test his theory and see if it was just luck or a planned out technique he adopted. ***(Ben again supports a range of skills and processes when experimenting his innovative idea and applies it to solve problems independently along with his commitment and persistence to achieve his goal.)***

Mary Flipped the turtle back to its original position, Ben repeated the same initial steps; using his hands then when all became too difficult he turned the turtle over facing the buttons to the floor pressing the turtles belly down, then 'pop!' the sound of success, as he anticipated his method once again proved to be a success!! Mary was left speechless! "Well done ! You're too clever!!" she an-