



# Rainforest room

INFORMATION BOOKLET

# Welcome to the Rainforest Room

The staff at ACCCK would like to welcome you and your family to the Rainforest 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 Rainforest Room caters for 16 children between the ages of 6 weeks and 2.8 years. There are four educators working in the Rainforest room and the staff roster is arranged to ensure parents are able to liaise with each educator on a regular basis.

Each child is required to be signed in when arriving at the service and again when being collected from the service. 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 an educator will show you where this is situated during an orientation.

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

## What to Bring

- At least 6 disposable nappies, alternatively you may like to provide nappies in bulk.
- If needed, a bottle-cows and or alternative milk is provided. Formula bottles are to be brought in already made up for the day requirements ,with the child's name ,date and time the bottles were made Cleary labelled on each bottle.
- If needed, a dummy, this can be kept at the centre
- If needed, a comfort item, favourite toy or blanket for rest time
- Sufficient changes of clothing ie singlets, socks, shoes, pants, t-shirts, jumpers, shorts and underwear (according to the weather)
- If your child is toilet training extra changes of clothes and an extra pair of shoes will be required
- 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.

# Guidelines for the Rainforest Room

## **Guidelines for children at this age are:**

- ⇒ We are gentle with each other
- ⇒ We put our bottoms on chairs

Educators remind the children of these guidelines whilst they are redirecting children to another activity or removing them from the source of danger. Educators do not expect the children to remember these guidelines

## **Guidelines for educators are:**

- ⇒ To provide a suitable number of each resource
- ⇒ To position themselves appropriately indoors and outdoors
- ⇒ To use positive guidance, encouragement and praise
- ⇒ To intervene and redirect children to other activities before conflict occurs
- ⇒ To set up the room appropriately, by providing clear traffic areas around experiences

# Room Routine

**7am-** The centre opens, breakfast is served until 8.30. Family grouping in the Rainforest room

**8.30am-** Settle children into activities in the Rainforest room

**9am-** Morning tea (Progressive)

**9-11.00am-** Indoor/Outdoor Activities (Weather depending)

**11.00am-** Lunch time, children wash their hands older children find a place to sit at the table

**11.45am-** indoor/Outdoor activities (Weather depending)

**12.45pm-** Settling into rest time (milk, toileting, undressing & bed)

**1.00–** Sleep/ Rest time

**2.30/3pm-** Children slowly wake, dress, toileting and have afternoon tea (progressive)

**3-5pm-** Indoor/Outdoor Activities (Weather depending)

**5.00-** Late snack

**5.30pm-** Family grouping, all age groups finish the day in the Rainforest room

**6.30pm-** Centre closes

⇒ These routines are flexible to accommodate with individual children's needs. 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 and are flexible with sleep routines. Mattresses, cots, sheets and blankets are provided and each child will sleep in the same place each day helping to develop a sense of security. We respond to individual needs; please provide as much information as possible enabling us to settle your child with familiar practices, ie, Child sleeps on back, side, has dummy, etc. 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. Children's independence is encouraged and children will be given the opportunity to do things for themselves when appropriate, ie, Feeding themselves, washing hands and faces. 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, lunch, afternoon tea and 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 6 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 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 announced.