The staff for Term 3, 2014 include:
- Anne Whittleston (Director / Educator)
- Jenny Reid (Assistant Director / Educator)
- Laura Francis (Community Development Coordinator)
- Kate Hallam (Educator)
- Janet Hazel (Educator)
- Roshni Amroliwala (Educator)
- Sonya Osborne (Educator)
- Angela Underdown (Educator)
- Carolyn Howson (Educator)
- Adrienne Hicks (Educator)
- Margaret Kiprono (Educator)
- Michaela Harrison (Educator)
- Lisa Mildrum (Educator)
- Jodie Murray (Educator)
- Andrea Randell (Educator)
- Julie-Anne Duffy (Educator)
- Magdaline Saredakis (Educator)
- Robbi Meinel (Educator)
- Cathy Mazzarolo (Educator / Admin Officer)
- Erin Wilkinson (Educator)
- Jasmin Sheehan (Educator)
- Carolyn Potter (Admin Officer)
- Jo Oliver (Cook)
- Nobuko Nakajima (Educator + A/ Cook)
- Simon Costello (Groundsperson)

Many thanks to Janet and Jenny for their extremely competent and capable skills in leading the Centre during my 5 weeks of Long Service Leave.

I would also like to acknowledge Sue Hall and Belinda Zacchini - our wonderful volunteer Treasurers for the professional support they have given the Centre during our Admin Officers – Carolyn’s illness. We have an amazing team of dedicated Educators who are genuinely committed to ensure that we deliver a high quality care and education program for all at Keithcot Farm Children’s Centre.

National Quality Framework

The Federal Government along with State and Territory Governments recognise the importance of increasing their focus on the Early Years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole.

The National Quality Framework aims to raise quality and drive continuous improvement in all Early Years settings across Australia including Preschools, Long Day Care Centres and Children’s Centres through a National Quality Standard (NQS). The development of the NQS was informed by research on best practice and the way in which high quality Education and Care contributes to positive outcomes for children.

These aspects include educational concept and practice, structural quality, interactions between Educators and children and targeting services to meet the needs of families and local communities.

The NQS is linked to a national learning framework – Early Years Learning Framework (EYLF) that recognises that children learn from birth, rather than the very wrong assumption that “learning begins when children start preschool/ school”. The aim of the Early Years Learning Framework (EYLF) is to extend and enrich children’s learning from birth to 5 years and though the transition to school. It assists Educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning.

Quality Area 1 – Educational Program and Practice of the National Quality Standard focuses on ensuring that the Educational program and practice is stimulating and engaging and enhances children’s learning and development.

Engaging in many numeracy experiences is embedded in our program across our birth to school transition site as we will look at many different ways of measuring, not just with a tape measure or ruler, but with blocks, cubes, trundle wheel, cotton reels etc. We will measure the height of the children and Educators and compare the size of their feet! In small groups children will engage in “sorting” and making a “pattern”. Children sort daily when they sort their clothes, socks or shoes, they sort with colours. Sorting assists to organize their thinking. Numeracy is important as it assists with children’s literacy skills when they are reading, writing, and learning there are patterns to words. Children are exposed to many numeracy experiences throughout their day including counting, looking at time, measurement and the seasons.

Early Years Learning Framework states that “Numeracy is the capacity, confidence and disposition to use mathematics in daily life. These mathematical concepts assist with spatial sense, patterns, number, measurement and structures that also assist in literacy they are important for learning.”
It is great to see that so many children enjoy borrowing the Literacy kits as they share their favourite story or game with their family. This is one way to make further links between home and the centre if your child may be feeling apprehensive. Children are very excited about taking home “Suzanne” or “David” (dolls). Children engage in literacy experiences daily. This may be by reading signs and packaging, writing their name on their work, reading stories, writing their own stories or copying different words or learning letters of the alphabet. Through these literacy experiences children are developing many skills. Early Years Learning Framework Outcome 5 Children are effective communicators; they interact verbally and non-verbally with others for a range of purposes.

Once again this term the children enrolled in the DECD Preschool program, will walk over with a partner to Keithcot Farm School to access the Headley Beare Library for a weekly visit. While at the library the children can choose a book to read from the shelves. The children learn that the books go back in a particular place, as each book has a letter on the back and children need to match this letter on their chosen book to the one on the shelf. This ensures that books are put away in order and it assists with letter recognition. We then visit the playground where we have the opportunity to engage on the larger pieces of equipment. There the children demonstrate their physical capacities and confidence on the larger climbing equipment. Early Years Learning Framework Outcome 3 children take increasing responsibility for their own health and physical wellbeing. Children demonstrate spatial awareness and orient themselves, moving around and through the environment confidently and safely. If there is time we then walk to the oval for running and ball games. There the children demonstrate that they are confident in changes to the routine and they are open to new challenges and discoveries.

This experience covers many aspects of our program that are related to our curriculum document.

- **Outcome 2**: Children broaden an understanding of the world into which they live and are open to new challenges and discoveries.
- **Outcome 1**: Children explore aspects of identity through role play as they take on the role of a fire fighter.

This experience also relates to our Reflect Respect Relate document stating that Educators provide choices and different experiences for children and this is one way that we broaden children’s knowledge to their outside environment.

We will set the green ute up as a fire truck, providing hoses, helmets jackets and a small ladder to allow children to build on their prior knowledge of the role of fire fighters. Role playing assists children to cooperate with others and negotiate roles and relationships in play episodes and group experiences as they transfer what they have learnt into dramatic play experiences. It gives children an opportunity to ask questions relating to the role of a fire fighter, assisting children to become effective communicators.

Our vegie patch is looking very lush with Silver Beet and zucchinis, growing well with the broccoli and carrots coming along nicely too! Children display their literacy skills as they retell information or write signs for the garden.

All Term 2 we have been collecting our fruit scraps and placing them in our Bokashi Buckets, we then add a handful of Bokashi mix, leaving them so that the organic matter can break down and become fertilizer for our garden.

What would you like to see being grown in our vegie or herb patch? Do you have a Vegie Patch at home?

**National Quality Standard 3.3 - The service takes an active role in caring for its environment and contributes to a sustainable future**

Have you noticed anything different about our worm farm? It has grown taller! We have added another tier to our worm farm as the worms have been working their magic and producing a lot of fertilizer. This has allowed the children to see the benefits of waste reduction, turning organic waste into nutrient fertilizer for our plants in the garden. We have examined worms briefly but will be investigating further in Term 3. Early Years Learning Framework - Outcome 2: Children are connected with and contribute to their world - Children become socially responsible and show respect for the environment.

We have organized a visit from the Metropolitan Fire Department on Tuesday 29th July at 9.30 a.m.

Last term, we were lucky enough to have 2 Motorcycle Police Officers visit our Centre. On July 22nd we plan to have a visit from the Mounted Police. These valuable opportunities not only ensure that children experience positive interactions with police it also helps give them confidence to approach a Police Officer when they need help.

Please ensure on this day that your child is wearing enclosed shoes and if you think that they may be allergic to the horses please advise an Educator.
You are welcome to discuss any aspect of your child’s learning and development with your child’s Primary Educator at any time, or you could ring to negotiate a mutually convenient time to either meet with your child’s Primary Educator or have a phone conversation. If you do not know who your child’s Primary Educator is please see Anne or Jenny in the office.

Please ensure your child’s regular attendance! Please phone us and let us know if your child is not attending for the day.

Please note: It is a Licensing requirement that children are signed in and signed out when both arriving and departing each day.

Please ensure that while your child is at the Children’s Centre that you are contactable via your phone.

Please make every effort to respond to messages left on your phone as soon as possible.

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Child & Family Health Pre School Health Checks

(4 Year Olds)

This program is a valuable opportunity for parents/carers to discuss any concerns they may have with a health professional, in a familiar setting, and also to be linked to other health professionals and services for further follow up.

Upcoming date: Thursday 11 September.

Bookings can be made at the KFCC office. Please bring your child’s ‘Blue Book’ to your appointment. For more information please visit www.cywhs.sa.gov.au

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Parent Opinion Survey

All families of our Children’s Centre will soon receive a Parent Opinion Survey. This survey is a mandatory reporting requirement for all Department for Education and Child Development (DECD) Schools, Preschools and Children’s Centres. Each year the Parent Opinion Survey is given to parents/caregivers to help us gain feedback about the Children’s Centre and the range of programs that we provide. The information you give is collated and then reflected upon during planning processes - the planning of the learning program, the centre priorities, strategic directions and achieving the National Quality Standard (NQS).

The information is also used when completing the Annual General Report.

This is your opportunity to express your views around what you value about the Children’s Centre and its programs and to offer constructive and innovative suggestions about how we can continuously improve our service to you.

Your time and contribution is very much appreciated.

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Immunisation

Immunisation is generally thought to be the best way of reducing the likelihood of children being infected by serious diseases such as measles, whooping cough, hepatitis and polio.

It is important to remember that children are more likely to come into contact with infectious diseases when they are in Early childhood settings due to the close contact they have with many other children and adults.

If there is an outbreak of an immunisable disease, children without up to date immunisation may be excluded, even if they appear to be well – this is a legal requirement.

If you have not provided an up to date immunisation history statement recently could you please provide this information as soon as possible by using the following instructions.

You can get a copy of your child’s immunisation history statement:

- Australian Childhood Immunisation Register
- at your local Medicare office
- by calling 1800 653 809
- www.medicareaustralia.gov.au

What can I use my child's statement for?

It’s important to keep your child’s most recent immunisation history statement so you can use it when proof of immunisation is needed. For example- you can use your child's statement to:

- help meet immunisation requirements for school enrolment.
- Look for a sentence at the bottom of your statement that says your child has received all vaccinations required by five years of age.
- help with eligibility for the Child Care Benefit.
- Make sure the statement shows an up-to-date immunisation status for the Family Assistance Office.

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Governing Council

We are still in need of a Secretary for our Governing Council – essentially someone who is prepared to attend most of our meetings and who can take the minutes and distribute them to members. This person may be a parent or retired grandparent. Please give it some serious consideration. The meetings start at 6.45 pm and are usually finished by 8.30pm and are scheduled for the following dates in 2014.

28 July; 1 September; 20 October; 24 November.
Car Parking and Crossing the Road.

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park, or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child's parents/carers.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult's hand when crossing the road.

This cartoon provides graphic facts about Children and Safety in the Traffic Environment.

Please Note: The Children’s Centre Car Park is available for families to access before 8.15 am and after 3.30 pm. Please do not park in between these hours in the Children’s Centre or School car park as they are for the Children’s Centre and School staff only.

Please obey the signs, and do not leave your car unattended in the “Kiss and Drop Zones” during school drop off and pick up times.

Please do not drive up the “exit” of the Children’s Centre Car Park as this is a very dangerous practice.

Please never leave children alone in your car.

We have been informed by the South Australian Police Department (SAPOL) that at the beginning of each school term all available police patrols will be dispatched to all schools, preschools and Children’s Centres with the focus on the enforcement of speed limits, parking infringements and dangerous driving. The Tea Tree Gully Council will also be actively reinforcing this initiative with parking inspectors supporting the SAPOL initiative.

Dates to Remember

- **Monday 21 July**: Term 3 commences for DECD preschool program.
- **Tuesday 22 July**: Police Horse visiting
- **Monday 28 July**: Governing Council Meeting
- **Tuesday 29 July**: Metropolitan Fire Service visiting.
- **Monday 1 September**: Governing Council Meeting
- **Thursday 11 September**: Child & Family Health Pre School Health Checks (4 Year Olds)
- **Thursday 25 September**: last DECD preschool day For Term 3.
- **Friday 26 September**: No DECD Preschool Program – Staff Professional Learning Day.
- **Monday 29 September to Friday 10 October**: Long Day Care for children booked into this program.
- **Monday 6 October**: Public Holiday.

Keithcot Farm Children’s Centre Website.

Have you had the opportunity to view our Website? The website address is www.keithcotfarmcc.sa.edu.au