

KEITHCOT FARM
**Children's
Centre**
for Early Childhood
Development and Parenting



Rated
EXCELLENT
by ACECQA



March Newsletter

Since the beginning of the year a number of children and 3 staff have tested positive with Covid. This is despite our safe work practices which are consistent with advice from SA Health.

Thank you to the many families for their prompt notifications informing us of Covid positive results or Close Contacts requiring quarantining. This prompt notification enables us to respond immediately, appropriately, efficiently, and consistently with advice from SA Health.

All our staff have received at least 2 doses of a COVID-19 vaccination and most have received or are in the process of receiving their booster. This includes all staff working on site, volunteers, contractors, maintenance staff, cleaners and all other workers

All staff, parents/carers and visitors are checking-in using the QR code provided.

Social distancing between adults is maintained wherever possible.

Staff, parents/families are wearing face masks.

Visitors to the Centre have been reduced to an absolute minimum.

Any staff member, child or visitor to the Centre who present with any of the following, will be excluded:

- ✓ temperature/fever,
- ✓ presents as 'unwell' –unexplained or persistent cough, drowsy or unresponsive, shortness of breath, respiratory illness, runny nose,
- ✓ suffering with diarrhoea or vomiting,

- ✓ has a persistent headache.
- ✓ Is identified as a 'household contact' of a confirmed case of COVID-19 and develops symptoms or tests positive on a Rapid Antigen Test or a PCR

Our priority remains the health, safety and wellbeing of the children in our care.

We will continue to provide diligent supervision, while meeting or exceeding educator to child ratios.

We will continue to provide staff with access to RATs and face masks.

We have been able to maintain staffing rosters to provide continuity of education and care for all our children.



Attendance

It is a Licensing requirement that children are signed in and signed out each day by their parent / caregiver. It is critical that the Sign In sheets are up to date at all times. Emergency Services use these documents to ensure that everyone has evacuated the building during an Emergency Evacuation.



We practice both Evacuations and Shelter in Place with children, staff and visitors at least every 3 months.

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.

Please also phone us and let us know if your child is not attending for the day.

Curriculum

Children have been introduced /reintroduced to the Centre's routines. They are learning and further consolidating their understanding that when the little bells ring, this is a signal to come inside for group experiences.

Educators have explained and negotiated with the children our 'limits' (rules). For example, walking inside, sitting when we eat and drink and washing hands before eating and after using the toilet etc . Children's understanding of **WHY** we implement these practices and other procedures grows as we constantly and continually embed in their daily practices.



Water is provided for children during morning and afternoon snack times and milk is provided with lunch.

Children are shown where they can independently access water using their own personal cups in-between these times.

Please do not send drink bottles as occasionally children are seen sharing bottles which can ultimately mean sharing unwanted germs. Please place a named plastic cup in your child's bag.

We have been reflecting on our program and practice with a focus on **'Sense of Agency'**. When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows. Doing something for yourself produces a powerful sense of achievement and success. The evidence clearly shows that children who develop strong self-esteem, sense of agency and academic motivation are more likely to achieve their potential at school as well as being resilient to risk factors throughout their education.

Each child has a Primary Educator who develops an Individual Learning Plan (ILP) with learning goals which are reviewed and updated through the year. If you are not sure who your Primary Educator is – please check with either Anne (Director) or Jen (Assistant Director).

All Educators across our Birth to School Transition site use a variety of strategies to collect, rich and meaningful information that depicts children's learning and development. One of these strategies is the use of **"Learning Stories"**. This strategy focuses on children's strengths, interests, actions and dispositions and documents children's involvement in learning, including communication, interactions and collaboration. Each child has their own Portfolio with Learning Stories and other information about their learning.



We would love you to contribute some information about what activities your child enjoys with your family at home, on holidays or other experiences by adding your own photos and stories to your child's portfolio.

Across our site we have an Improvement Goal which forms part of our

Prior to School Quality Improvement Plan.

Our Goal:

To increase children's Emergent Literacy Skills.

Our Challenge of Practice:

If we develop and apply expert knowledge of motor skill development, along with quality conversations, phonological and print awareness, we will increase children's Emergent Literacy Skills.

Our Success Criteria:

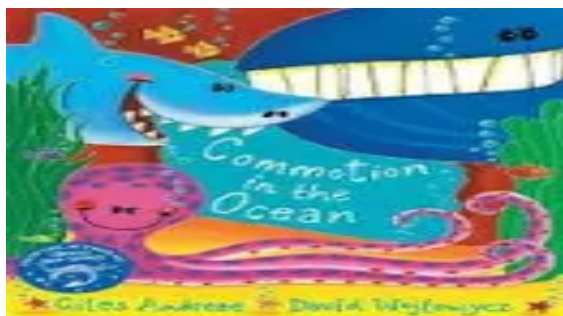
Through the analysis of a range of formative assessment we will see and hear children's

- ~ Improved communication skills.
- ~ Greater awareness of rhyme, first sounds in words and print.
- ~ Effective use of tools for mark making and writing as fine and gross motor skills are strengthened.

Educators will model Key Word Signing during everyday experiences to support children's communication/ vocabulary skills.

We have introduced a number of Key word signs across our integrated site.(See attached)

We are currently working with our Speech Pathologist – Tamara on a book based programme focusing on the book “**Commotion in the Ocean**”.



Our Occupational Therapist (Sarah) is currently screening our Preschool children looking at their gross motor and fine motor skills and providing a baseline from which our Teachers can target specific skills within everyday learning experiences and identify children who require additional support or referral to other services.

Looking for something for your child to play with? Why not a tub of colourful plastic pegs?

This can lead to many hours of play and learning. Learn colours and counting, improve fine motor skills and engage in experimental play. Sort the pegs by colour into different containers. Encourage your child to name the colours. If your child can count, they could count the numbers of pegs of each colour. Be playful with the pegs. See how many pegs you can fit on your sleeve or on someone else's.

Community Development

Due to Covid 19 restrictions, we have had to postpone all our face-to-face groups. We are however confident that we will be able to return to some normality in the very near future. This has also had an impact on the external services that are able to be provided from the centre including the CaFHS, GP Shared Care, Antenatal Share Care and the Meet the Midwives Program.

We have been taking registrations of interest from families, and once we have the green light to begin, we will confirm locations, dates and times. All programs will again be emailed out to families within the centre, readvertised on our Facebook page, the new website and local community distribution lists.

What's happening in Term 1?

We have multiple dates for an **online chat forum**, which will discuss a range of topics. Sarah has kindly allocated some of her time to work with attendees around separation anxiety and big feelings for little ones.

Play in the Park is back again this term. It is scheduled to begin again from the 9th, 23rd of March and 6th of April, giving families from the centre and community the opportunity to discuss concerns or issues with Allied Health staff.

Being with Baby, These sessions have the potential to be held in the park. Scheduled to start from the 15th of March.



PJ Story Night is scheduled for the 16th of March, this again looks like it will be an online event.

Wonderful World of Toddlers is scheduled for the 30th of March, this is a recorded webinar from the “Families Growing Together” website in which we have open discussion on: seeing things through their eyes, helping them manage strong feelings and guiding their behaviour.

Northern Area Group Midwifery Practice will resume on Monday’s and Friday’s very soon.

Antenatal Share Care will resume on Wednesday 2 March.

Wednesday 16 March:

PJ Story time – TBC

Wednesday 30 March:

Wonderful World of Toddlers

Monday 28 March:

Governing Council online Meeting @7.00pm.

Monday 11 April:

Easter raffle drawn

Thursday 14 April

Last Preschool Day for Term 1

Friday 15 April:

Public Holiday – Good Friday

Monday 18 April:

Public Holiday – Easter Monday

Easter Raffle

We will be conducting an Easter Raffle. Donations of goods will be greatly appreciated



Raffle tickets will be distributed and more are available on request. Please return all sold tickets and money and any unsold tickets by Monday 4 April. The raffle will be drawn on **Monday 11 April!**

Dates to Remember



Wednesday 9 March:

Play in the Park to commence

Monday 14 March:

Public Holiday

Tuesday 15 March:

Being with Baby

Long Day Care continues during the scheduled school holidays Tuesday 19 April to Friday 29 April


Monday 25 April:

Public Holiday – ANZAC day

Preschool recommences Term 2: Monday 2 May 2022

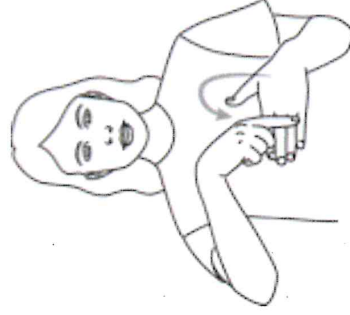


Routine Signs




Hello

Move open dominant hand side to side in air at chest height, palm away from body. (Natural gesture).



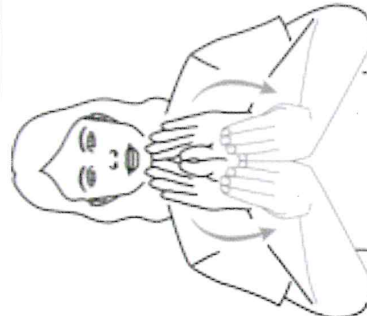
Inside

Point dominant index finger, palm down, move towards the body over the top of barrier of open non-dominant hand. (Natural gesture – mime the action).



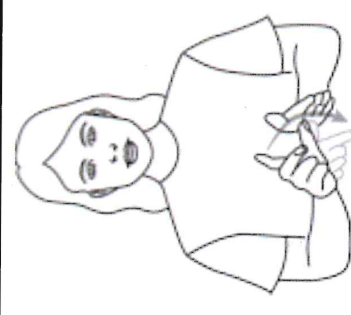
Outside

Point dominant index finger, palm down, move away from body over the top of barrier of open non-dominant hand. (Natural gesture – mime the action).




Group

Hold open or cup hands together and place in front of body, palms facing away from body, thumbs touching. Move hands in arcs to finish with edges of little fingers touching and palms toward body. *Another option is to use extended index fingers and thumbs to form "C".



Time

Extend dominant thumb and index finger. Place dominant thumb in palm of non-dominant hand and swivel formation to palm down.




Toilet

Fingerspell "T" quickly, twice, dominant index finger on edge or middle of non-dominant hand.




Routine Signs




Drink

Shape dominant hand as for holding a glass – tilt to mouth as for drinking. (Natural gesture - mime the action).




Eat

Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.




Lunch

Move open dominant hand, bent at third knuckles, thumb under, across chin.



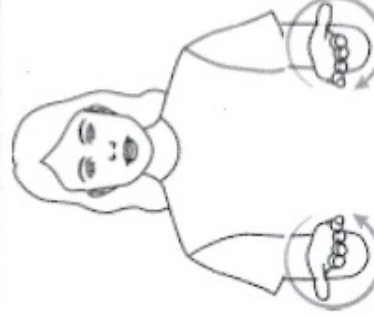
Book

Place blades of open hands together – close and open formation, once.



Hat

Open dominant hand, palm down and place on top of head. * May tap head twice. (Natural gesture).



Play

Simultaneously move both open hands, palms up, in outward circles.

