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## A Message from Kayla

With the recent unprecedented weather events (bushfires, smoke, heat, wild winds and rain) the community's cooperation, positivity and enthusiasm was appreciated while we continued normal operations to ensure the children and families had consistency juggling their work-life commitments.

The Adventures educators have done an incredible job keeping the children engaged in indoor experiences, happy and safe while outdoor play has been limited. Nerrilee, Rochelle and I have spent a great deal of time reviewing risk assessments and guiding our teams through some challenging unique situations, most recently the extended power outage where we needed to quickly assess and problem solve to navigate how best to keep the centre open and safe while continuing to provide excellent care for the Adventures children.

As with any new event we value your feedback, so we can improve when experiencing similar situations in the future. We appreciate the feedback we received, and the Adventures Management Team have reviewed our communication methods so that families are informed swiftly if the centre ever needs to close. In addition to this our risk minimisation strategies during an extended power outage now include:

1. In the event of an extended power outage our Fire Safety Equipment consultants are contacted to check the life of the battery and replace if necessary (the smoke/fire detection back up battery system has a 24-36 hour reserve). Portable fire safety devices (extinguishers, fire blankets and hose reels) are also installed throughout the building and regularly checked. Fire drills are frequently practiced and the average time to evacuate the centre is 3-4 minutes.
2. Keeping blinds closed and vented windows open for ventilation on warm days. The centre has also been purposefully designed to have plenty of natural light.
3. Closing the service during extended power outages when the outdoor temperature is forecast to exceed 35 degrees (or at Director's discretion).
4. Fresh meat for cooked food is always purchased daily and cooked within a 3-hour window (or less) on gas cooktops.
5. Any dairy being provided is purchased daily and kept at less than 5 degrees in ice boxes. The temperature of the milk products is measured every two hours to ensure they remain at safe temperatures to serve. If above 5 degrees, the dairy products are disposed of.
6. Disposable plates and cups are used as the commercial grade dishwasher is not able to sanitize plates and cups. Kitchen staff will boil water for other items needing to be washed.

Thank you also to those parents who shared positive and/or constructive written feedback about how our team managed the service during this situation. You can read a sample on the following page.

Please keep the feedback coming, it is the only way we can improve.

**Note: To avoid any confusion please assume Adventures is open unless otherwise notified.**

**Official notifications will be by email.**

**If ever in doubt about the centre being open/closed during a blackout please email Nerrilee:  
director@adventurespreschool.com.au**

*Kayla*

## Sample of your feedback

"Hi Nerrilee, Kayla, Rochelle and Team. We cannot thank you enough for being so diligent, thorough and caring during what I'm sure has been a very challenging couple of days. We are so grateful to have our child in the care of such a beautiful centre, who consistently go above and beyond. Please pass on our thanks to the rest of the team. I hope you all enjoy a well-earned relaxing evening!"

"Thanks Nerrilee, fantastic job on opening yesterday and today! Just as a side note, I didn't receive an email yesterday. It wasn't an issue as I had already dropped my child off, but thought I'd mention it to you so you can check with QikKids. Thanks again team Adventures, we think you're amazing!"

"I can appreciate that it has been a stressful time for everyone and having email issues didn't help. As I said earlier I was initially frustrated at lack of communication but once I received your email on Monday night it was explained, and I was fine. Today's email was great and addressed my concerns even more. I absolutely love Adventures and love the staff and I'm so happy here. Let's just hope for no more blackouts!"

"Thank you Kayla and Team. Instead of opting for the easy option and to close the centre for the day, your team soldier on!! This has helped the working parents like us tremendously with our work arrangements. Thank you and credit you and your team for such wonderful dedication to the kiddies and the parents. Thank you, thank you, thank you!!!!!!!!!!!!!!"

"Great job team!"

"I have been so disappointed with the way this power outage has been handled from Adventures (ie: Nerrilee). And after speaking to many other parents I am not alone and hopefully they will all speak up. I am sending a formal complaint to you and will also be following this further."

"Thank you so much for keeping Adventures open for the families. (We) appreciated the enormous effort it took to care for our children without any power."

"Amazing! Thank you very much."

"I feel there could have been better communication from the centre in regards to the storm, power outage and the centre staying open. As parents, we were left fairly in the dark about the options we had for the kids.... My commendations to all the staff at Pennant Hills, who are working hard under tough conditions- the kids were having a great time when I came for pickup!"

"Thanks for the update last night. Appreciate the efforts from all the staff at Adventurers Pennant Hills to keep the centre open even with the power outage. I know it is not easy."

### **Thank you from Nerrilee**

Thank you to all the **families** who provided us with such an abundance of verbal and written feedback. I hope every concern has been satisfactorily addressed. I truly believe your suggestions help us focus on continuous improvement.

I want to congratulate **Kayla and Rochelle** on how professional and positive they remained throughout the blackout and for the extra work behind the scenes, for example: carting multiple bags of fresh ice to the centre throughout the day, providing torches for use in the bathroom and storerooms, taking cot sheets, washers and towels home to launder overnight and assisting in rooms to support their staff. Additional staff were also "borrowed" from the West Pennant Hills team to further increase supervision (thank you **Jenna!**).

Also, a special mention must go to **Fariba** who continued to cook hot meals, wash everything by hand and endure the warmer kitchen during the blackout. I'm not sure I could have asked Fariba for more than 2 days in the kitchen under those circumstances.

Certainly, **the educators** are to be congratulated – not one of them complained and in true ECE style, they turned the experience into many teachable moments. What better way to reinforce the value of sustainable practices and the need to preserve our energy!

# Important Notices

## Update Children's Information

### IMPORTANT REMINDER

It is our duty of care to ensure that we are prepared to act quickly and responsibly in the event of an emergency. To do this effectively we need your help.

If any of the following information has changed since enrolment / reenrollment (January) please contact us as soon as possible:

- Your address & contact details
- Authorised emergency contacts
- Emergency contact phone numbers
- Any changes to your child/ren's health information
- Authorised person/s given permission to collect your child/ren

Thank you.



## Staff News

### Farewell Clementine

We wish Clementine all the best as she embarks on her new adventure taking on the role as an Admin Assistant with a finance company.

### Update from Nerrilee



Thank you to all the families and staff who continue to wish me well as I take some time off work. I have completed chemotherapy, and in mid-January I had more successful surgery to remove the lymph nodes under my arm.

I am recovering slowly but surely and remain in great spirits. Six weeks of daily radiation to come and then I will be very happy to be back to a more regular work routine (hopefully) in April.



# Welcome

We would like to welcome the following Adventures educators to our team at Pennant Hills.



**Annika**  
Explorers Room  
Certificate 3  
Studying Diploma



**Caitlin**  
Discoverers Room  
Certificate 3  
Studying Diploma



**Bianca**  
Explorers Room  
Studying Certificate 3



**Ashleigh**  
Discoverers Room  
Certificate 3  
Studying Diploma

## Congratulations

**Narges, Khalil and Hannah on the birth of your beautiful boy Dion.**

**Brooke, John and Luke on the birth of your beautiful girl Keira.**



## Dates for the Diary

**Friday 21<sup>st</sup> February**  
Crazy Hair Day

**Monday 9<sup>th</sup> March**  
HOLI Festival

**Tuesday 17<sup>th</sup> March**  
St Patrick's Day

**Friday 20<sup>th</sup> March**  
Persian New Year

**Saturday 21<sup>st</sup> March**  
Harmony Day

**Monday 23<sup>rd</sup> March**  
Hills District Speech Screeners

**Tuesday 31<sup>st</sup> March & Thursday 2<sup>nd</sup> April**  
Preschool Photos

**Friday 10<sup>th</sup> April**  
Good Friday- Centre Closed

**Sunday 12<sup>th</sup> April**  
Easter Sunday

**Monday 13<sup>th</sup> April**  
Easter Monday- Centre Closed

**Thursday 16<sup>th</sup> April**  
Navigators Easter Hat Parade-  
Lilian Fraser Gardens  
Time: TBA

**Saturday 25<sup>th</sup> April**  
ANZAC Day



# Fariba's Favourite Recipe

## *Cinnamon and Apple Cake*

### INGREDIENTS

- 2 ½ Cups Wholemeal Flour
- 1 Cup Olive Oil
- 1 Cup Coconut Cream
- ¼ Cup Chia Seeds
- 1 tsp Cinnamon
- 1 tsp Bicarbonate Soda
- 1 Cup Mashed Apples
- 1 tsp Baking Powder
- 1 Apple for cake decoration



### METHOD

1. Preheat oven to 180°C.
2. Grease and line a round cake tin with baking or parchment paper.
3. In a large mixing bowl, add all dry ingredients.
4. Add in wet ingredients, then briefly combine.
5. Transfer the mixture into the round cake tin.
6. Cut apple into slices and place on top of the cake.
7. Sprinkle apple slices with cinnamon.
8. Bake for 35-40 minutes or until a skewer inserted into the middle comes out clean.
9. Transfer cake to a wire rack to cool completely.

# Policy Under Review

## NUTRITION/FOOD/BEVERAGES/DIETARY REQUIREMENTS POLICY

**Also applicable to breakfasts brought from home.**

### Aim

Children in long day care can receive 50% - 70% of their daily food intake whilst at the service. It is therefore essential that the service provides information to parents/guardians so that adequate nutrition is provided to the children in proportion to the time spent in care. Adventures Preschool aims to provide food and beverages, as well as food and nutritional education that is consistent with the national dietary guidelines for children and adolescents and national infant feeding guidelines. The service will follow state regulation, food safety principles, national dietary guidelines that are appropriate to the child's age, cultural background or medical needs.

### Legislative Requirements

Education and Care Services National Law Act 2012  
 Education and Care Services National Regulations (Last retrieved Feb 2019)  
 National Quality Standards 2017  
 Work Health and Safety Act 2011  
 Work Health and Safety Regulations 2011  
 Food Standards Australia New Zealand Act 1991  
 Food Standard Australia New Zealand Regulations 1994  
 Food Act 2003 (NSW)  
 Food Regulation 2010 (NSW)

### Who is affected by this policy?

Children  
 Staff  
 Educators  
 Families  
 Management

### Implementation

It is the Service's responsibility to help children and parents/guardians develop good food attitudes and habits.

In order to achieve this, Adventures Preschool will:

- Provide a menu consistent with the Australian Dietary Guidelines.
- Provide water and milk as the only beverages served throughout the day.
- Provide water at all times to the children throughout the day.
- Cater to the individual needs of children in relation to culture, vegetarianism, allergies and any medical conditions.
- Present food in an attractive manner.
- Develop an awareness of cross-cultural eating patterns and related food values.
- Provide safe food, i.e. hygienically sound and with reduced risk of choking.
- Ensure mealtimes are relaxed, pleasant and timed to meet the needs of the children.
- Frequently discuss food and its nutritional value with the children.

- Prohibit the use of food as punishment, reward or bribe.
- Prohibit any form of force feeding.
- Encourage independence and social skills at mealtimes.
- Establish healthy eating habits in the children by the incorporation of nutritional education into the program.
- Communicate with parents/guardians about their child's food intake.
- Inform parents/guardians of children's nutritional needs through posters and information.
- Provide safe drinking water to children and educators/staff at all times, and ensure children have adequate fluid intake during their care.
- Parents/guardians are encouraged to follow up the "healthy eating" message at home. This policy and information provided to parents/guardians throughout their child's enrolment will support the parents/guardians in doing this.
- Motivate educators/staff to present themselves as role models, maintaining good personal nutrition, and to eat with the children at mealtimes.
- Provide nutrition and food safety training opportunities for all educators/staff including awareness of culturally diverse foods and preparation.
- Provide training to educators/staff in regard to understanding and handling eating behaviors of children.

**The special needs of infants will be considered, the Service will:**

- Encourage and support mothers with infants to continue to breast feeding as long as possible.
- Provide a supportive environment for breast feeding mothers to use while visiting the Service.
- Encourage introduction of solid foods at between four to six months.
- Provide gluten free cereal, pureed vegetables, and pureed fruits as first solids.
- Introduce iron containing foods such as meat, poultry, fish, legumes and whole grain cereals between 6 to 9 months.
- Provide a suitable range of food textures according to age and development of the infant.
- Encourage the use of a cup rather than a bottle from 12 months of age.

**The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.**

## Sources

Education and Care Services National Law Act 2010  
 Education and Care Services National Regulations 2012 (Last modified 1 Feb 2019)  
 Guide to the National Quality Standards 2011  
 Work Health and Safety Act 2011  
 Work Health and Safety Regulations 2011  
 NSW Health [www.mhcs.health.nsw.gov.au](http://www.mhcs.health.nsw.gov.au) Retrieved 22 Feb 2018  
 NSW Food Authority [www.foodauthority.nsw.gov.au](http://www.foodauthority.nsw.gov.au) Retrieved 22 Feb 2018  
 National Health & Medical Research Council [www.nhmrc.gov.au](http://www.nhmrc.gov.au) Retrieved 22 Feb 2018

## Review

The policy will be reviewed annually. Review will be conducted by management, employees, parents and any interested parties.

Reviewed: 22 Feb 2019

Date for next review: Feb 2020



# NOTHING

author unknown

When children come home  
at the end of the day,  
The question they're asked  
as they scurry to play



is "Tell me what did you do today?"

And the answer they give  
makes you sigh with dismay,  
"Nothing, I did nothing today!"

Perhaps nothing means that I counted to 12  
with the teacher,  
or I played with blocks.



Maybe I painted a picture of red and blue,  
or heard a story about a mouse that flew.  
Maybe I watched the fish eat today,  
or went outside on the swings to play.

Maybe today was the first time that  
my scissors followed a very straight line.  
Maybe I led a song from beginning to end,  
or played with a special brand new friend.

When you're only 3 or 4  
And your head has wings,

**NOTHING** can mean so many things!!





# How can you help your child settle into care?

**Starting care can be an emotional experience for both you and your child. Children can often experience some difficulty settling into a new environment, particularly if they find it hard to separate from family or familiar caregivers.**

## Plan an orientation visit

- An orientation visit before your child starts will give them a chance to explore their new environment.
- They can begin to develop a relationship with the educators and meet other children at the service with the security that you are close by. Familiarising your child with their alternate carers and care setting will be a huge help to them.
- Discuss your child's interests, routines and rituals with the educators.
- The service may also be able to provide you with a family handbook at this time. This should include information about the service's operations and key policies and procedures which may help you to plan to settle your child into care.

## Prepare them for the separation

- Leave your child with their grandparents or your friends for a few hours every day so they get used to your absence.
- Talk about the centre with your child and let them know that you are happy and confident that they will have a good time and will be cared for.
- If possible, start with shorter or fewer days then gradually increase their time spent at the care centre. Once they develop a settling routine, they should be more comfortable.
- Don't let your emotions or anxieties affect your child. Try and hold back your tears when you drop them off.
- Say 'goodbye' confidently and reassure them when you leave that you (or someone else) will be back later to collect them.
- Give your child sufficient time to say their goodbyes in the morning. Reach the centre early so you have time to prepare your child for a good day.

## Comfort them

- Ask your child if they would like to take their favourite toy or colour book to the centre.
- Find a preferred staff member that your child can be left with when you drop them off for the day.
- Spend some time settling your child into a favourite activity before you leave.
- Inform the service about what comforts your child and discuss how you manage activities or times of the day they find unsettling. For example, does your child have a toy or blanket that helps them to settle?
- Show empathy – in the morning when you see your child upset on your way to the centre, talk to them. It is advised not to share your own worries but tell your child that they'll be okay. Ask them to share their feelings with you. Listen to them and tell them what they are feeling is normal and it's a big step for them as they are growing up.
- Where possible, organise play dates outside of centre. This will help your child be more comfortable with the other children at the centre.

## Encourage them

- Every time you go to pick up your child from their centre, tell them they did great that day.
- Encourage your little one pack their bag with essentials they will need for the day. If they are too young to pack their bag themselves, ask them if they would like to take a toy/book with them. Pack a comforter – a toy or blanket that is something familiar from home for them.
- Take the time to have a nice conversation at the breakfast table. Tell them the time at what you'll be picking them up, and perhaps offer them a reward if they behave well at their care centre.
- Talking with children and encouraging them to voice any concerns or anxieties they may have is a helpful strategy.

For your peace of mind, it can be helpful to call the service later to see how your child settled. Children who become very upset when they are left often settle very quickly and happily once the actual separation is over. The service should enable you to contact them throughout the day.

You may also want to speak to the educators about how you can better support your child's transition.

### **How can the service assist your child to settle?**

The educators at the service should also demonstrate openness and sensitivity in assisting your child and family to settle. Some important ways for them to do this include:

- Providing you with verbal and/or written information about what can be expected when your child is settling and giving you settling tips during this process.
- Keeping you informed about your child's settling, and actively seeking ongoing information from you about your child's needs and interests.
- Inviting you to call or visit the service
- Giving you information about anything that may be happening at the service that may affect your child's settling. For example, the absence of key people who work with your child.
- Reviewing the settling process for your child with you to identify how this is going.

### **Reconnecting with your child after a day in childcare**

It's not only a new experience for your child, it's also important for you to know how they feel about going to their early childhood education and care service. This will help you connect and build a strong relationship with your child.

After you pick them up from their centre, give them your undivided attention. They might be grumpy because they haven't seen you the whole day, so shower them with all the love you can.

Create a meaningful conversation with them after their day at a service.

### **Here are some suggestions:**

- Ask them about their favourite activities of the day.
- Talk to them about the friends they have made. Ask them to name a few children who you know your child is friendly with or spends time playing with.
- If the centre provided food, ask your child how it was and who did they have it with.
- Talk to them about their favourite educator at care and what they like about them.
- Ask them if their educator read them any story, which one was it, and what they liked about it.
- Mention some items that your child would see or play with at the service, as this helps them recall situations. For instance, ask them what they and their friends made with the blocks.
- Ask them if they learned anything new.
- Use images or notes from the educators at the centre for conversation. For example, "Look at this lovely photo of you at the sandpit. What did sand feel like in your toes?"

<https://www.startingblocks.gov.au/other-resources/factsheets/how-can-you-help-your-child-settle-into-child-care>

# Information for Families



## Your complete and trusted online parenting resource

At raisingchildren.net.au, we provide **free, reliable, up-to-date and independent information** to help your family grow and thrive together. We're funded by the Australian Government, reviewed by experts and non-commercial, so you know you can trust us.

Designed for busy families and full of tips and tricks for you to try, our content is easy to find and easy to digest. We have the answers to hundreds of parenting questions, where and when you need them.

Our articles, videos and interactive resources are tailored to different ages and stages, taking you from nurturing a newborn to raising a confident, resilient teen – and helping you to look after yourself as a parent too.

raisingchildren.net.au is here for you, every step of your parenting journey.