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A Message from Jess

Welcome to our first newsletter for 2020 and Happy New Year to all!

I hope you all had a wonderful Christmas and the New Year has got off to a great start with everyone now settling back into their normal routines.

I'd like to extend a special welcome to our new families and educators in our Adventures family. All the children are settling in well to their new environment which makes for an easy transition not only for the children but also for the parents and educators.

On behalf of all the Adventures team we would like to express our biggest thanks for all the generous gifts and well-wishing cards received at the end of last year. We feel most grateful for your appreciation.

2020 is going to be another exciting year for Adventures, with our calendar filling up with special events and occasions throughout the year. Be sure to read your emails for upcoming activities and special days at the centre. We regularly invite family members to join in our special days with the children and it is a great opportunity for families to meet their child's teachers as well as other parents and engage in activities with their children.

Adventures educators have a strong focus on individual and tailored programming, and we pride ourselves on delivering a creative and caring environment suitable for all children. We value the relationships children have with their community and encourage our families to contribute new and interesting ideas to their child's programming. This can take the form of sharing photos and anecdotes of family trips away, birthdays and family cultural celebrations, visits to attractions or general information about a topic your child/ren are particularly interested in.

Please feel free to email me at admin@adventurespreschool.com.au any time, even if it is just to let us know what your child has really enjoyed at school.

Jessica

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 / re-enrolment (January) please contact us as soon as possible:

- Your address & phone 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 Natasha



We wish Natasha all the best as she embarks on her new Adventure heading over to Western Australia with her partner Nigel as he pursues his football career. Natasha is a wonderful educator and will be truly missed by everyone at Adventures.

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 Pennant Hills educators to our team at West Pennant Hills.



Kitty
Explorers Room
Certificate III
Qualified



Victoria
Explorers Room
Diploma Qualified



Alyssa
Investigator Room
Diploma Qualified
Studying ECT
Degree

Tasneem will also be joining Adventures on Tuesday 25 February. Please help Tassy feel welcome when you see her in the Explorers Room.

Tasneem
Explorers Room
Certificate 3 Qualified
Studying Diploma

Congratulations

Rania and Elie on the birth of your beautiful son
Michael

Sarah and Mike on the birth of your beautiful
son Harry

Mel and Charbel on the birth of your beautiful
son Matthew

Jess and Chris on the birth of your beautiful
daughter Edie

Jess and Pat on the birth of your beautiful son
Declan



Dates for the Diary

Friday 14th February
Valentine's Day

Thursday 20th February
Crazy Hair Day

Monday 9th March
HOLI Festival

Tuesday 10th March
School Photo Day

Friday 13th March
School Photo Day

Tuesday 17th March
St Patrick's Day

Friday 20th March
Persian New Year

Monday 23rd March
Harmony Day

Friday 10th April
Good Friday - Centre Closed

Sunday 12th April
Easter Sunday

Monday 13th April
Easter Monday- Centre Closed

Saturday 25th April
ANZAC Day



Katrina's Favourite Recipe

Beef Stroganoff

INGREDIENTS (serves 4)

500g mince beef
1 brown onion
2 tbsp garlic
200ml beef stock (or 1 can crushed tomatoes)
50ml Worcestershire sauce
¼ cup tomato paste
2 tbsp sour cream
Mushrooms
Peas
Flour to Thicken

METHOD

1. Sauté onion and garlic
2. Add mince – stir until brown
3. Add in stock, tomato paste, mushrooms and Worcestershire sauce
4. Stir and mix well
5. Add peas
6. Add sour cream and flour to thicken
7. Serve with pasta



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 meal times 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 meal times.
- 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 meal times.
- 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 regards 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 Retrieved 22 Feb 2018

NSW Food Authority www.foodauthority.nsw.gov.au Retrieved 22 Feb 2018

National Health & Medical Research Council 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 childcare?

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

This information sheet offers some suggestions that can help you support your child during the settling in period. You will of course need to be patient because they may cry, be grumpy or throw tantrums for an initial time as they get used to the new environment.

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 childcare 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 childcare 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 childcare, 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 childcare. 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 at childcare 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 childcare 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.

If you have any questions, please feel free to contact Jess or Jenna from the office

Jessica Williams (Director)
admin@adventurespreschool.com.au

Jenna Ferris (Assistant Director / Educational Leader)
learn@adventurespreschool.com.au

Alternatively, call 02 9875 3391 during business hours

