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A Message from Rochelle

It has been such a calm and positive start to the year and an exciting one as I find myself in the role of Acting Director as Kayla starts her maternity leave. This seemed like a daunting prospect in 2020 when the opportunity was first suggested. Thank you to all of you who have helped to make this role so fulfilling and for allowing me to learn more about my new role over the past few months. Keep your eyes peeled over the coming weeks as we promise to fly balloons on the front gate once the Randall-Penn babies are born! Kayla and Fraser, we wish you all the best and I know that you will be the most wonderful parents.

I would like to welcome Jenna to our Pennant Hills team. Jenna previously worked at our West Pennant Hills service as Assistant Director and has carried the same title over to Pennant Hills. Jenna is so excited to be working with our team and she brings with her a wealth of knowledge and experience. I know that Jenna will settle in no time and we look forward to working collaboratively with her throughout the year.

COVID is the new normal in our life and from this global pandemic we have all become so resilient with adapting our lifestyle such as incorporating social distancing to stop the spread of germs. It is truly amazing hearing the conversations each day from the children in the mornings and afternoons as they remind their families to sanitise their hands. This encapsulates the children's sound understanding of health and hygiene practices which have been instilled into their minds as well as their growing confidence to share this knowledge with others. Due to the easing of government restrictions and the review of Adventures policies, families are now welcome back through the service during drop off and pickups. We still however need to be mindful that there are a few expectations that need to be maintained at all times to protect the health and safety of all stakeholders. These expectations are as follows.

- **PLEASE KEEP UNWELL CHILDREN AT HOME**
- **DROP OFF- Parents are able to enter rooms** to drop off their child to an educator and to place bags in lockers.
- **PICK UP- Parents are able to enter the playground/room** to collect their child and their belongings.
- **Siblings/unenrolled children are not allowed to go past the foyer gate.** We are happy for them to sit and wait in the foyer.
- Please ensure you are **maintaining acceptable "social distance"** from all other adults including educators and **keep drop off and pick up brief.**
- If you are requiring a longer discussion with an educator then a parent/teacher meeting can be organised at a time to suit both the educators and parents.
- We would like to reinforce our normal requirement to **keep children at home if they are unwell or displaying any signs of illness or lethargy.**

The easing of restrictions brings so much joy to our teams as we are now back to holding events at the service which is something we haven't been able to do in over 12 months. Our first event this year was our annual Navigators Easter Hat Parade which was held in the neighbouring gardens. The joy on the children and families faces as they participated together in this event was such a warming experience and the community spirit has definitely stepped up a notch! We look forward to hosting more events throughout the year and I hope you can all join in the celebrations.

I wish everyone a safe and happy Easter break and I look forward to working in partnership with you all throughout the year.

Rochelle

Dates for the Diary

Friday 2nd April – Good Friday (Centre Closed)

Monday 5th April – Easter Monday (Centre Closed)

Tuesday 13th & Wednesday 14th– Sri Lankan New Year

Tuesday 20th April - School Photos – Day 1

Thursday 22nd April - School Photos – Day 2

Saturday 25th April – ANZAC Day

Tuesday 4th May- World Asthma Day

Sunday 9th May – Mother's Day (Event and Date TBC)



Congratulations



To Kirsten and Chris on the birth of
their baby boy, Matthew

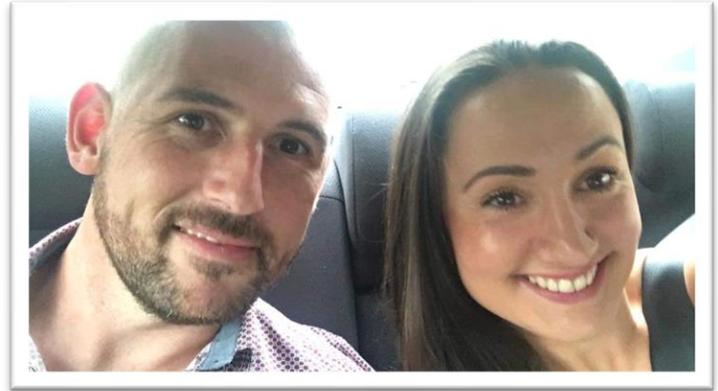
To Helen and Dean on the birth of their baby girl,
Imogen

To Nadine and Tom on the birth of
their baby boy, Rory

To Sidonie and Daniel on the birth of their baby
boy, Lukah

Staff News

*Jenna and Grahame
on their engagement!*



Congratulations to Jayde and
Aaron on their recent wedding.
We hope you have a wonderful
wedding day!



Wishing Kayla and Fraser all the
best as they become a family four
very soon. Kayla will be going on
Maternity Leave in April and they
look forward to sharing photos
with you all in due course!

Adventures New Curricula

Throughout Term 1, Adventures have been implementing our *Protective Behaviours Curriculum* and *Creative Arts Curriculum*. Areas that are covered in the curriculums include -

Protective Behaviours Curriculum

- Water Safety
- Road Safety
- Sun Protection
- Health and Hygiene
- Online Safety
- ICT Safety
- Child Safety

Creative Arts

- Drama
- Dance
- Visual Arts
- Music

Aboriginal and Torres Strait Islander

- Statement of Acknowledgement and respect
- Activities from Narragunnawali
- Videos & Activities from playschool
- Aboriginal art – Symbols & Meanings
- The Dreaming
- Artwork & activities from NSW Art Gallery
- Yulunga Traditional Indigenous Games

The Protective Behaviours Curriculum provides a preventative approach to teach children the skills to understand how to trust their feelings, identify adults they can trust, and not be afraid to speak up.

The child safety area is based on principles of best practice in child safety education and centres around three key messages: **Recognise, React** and **Report**.

Through a series of lessons children will learn how to recognise, react, and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.

The **Creative Arts Curriculum** provides educators with direction on how to apply creative arts concepts using an interdisciplinary approach to promote multimodal thinking and exploration of other key learning areas such as Aboriginal perspectives, literacy, numeracy, and STEM.

The NSW Department of Education School Curriculum, in conjunction with the Early Years Learning Framework have informed and guided the development of this curriculum. The links to these frameworks outline the importance of Creative Arts learning experiences in the early years as well as the benefits of these experiences in the developing the whole child.

The **Aboriginal and Torres Strait Islander curriculum** aims to embed a greater understanding, appreciation, and respect of Aboriginal and Torres Strait Islander cultures for children from a young age.

This curriculum provides a stimulus for educators to include Aboriginal and Torres Strait Islander perspectives in play-based activities across all curriculum areas. Sprinkling Aboriginal provocations and culture throughout our programs will help children live the experiences rather than just learn about them.

Aboriginal & Torres Strait Islander perspectives have been integrated into all in-house developed curriculums, including the Creative Arts Curriculum, Pre-lit, Numeracy, STEM & Protective Behaviours. Our Gross Motor program also includes the Australian Sports Commission's (2008) Yulunga – Traditional Aboriginal Games.

The use of indigenous perspectives across all curriculum areas will help to embed and respect the authenticity to Aboriginal and Torres Strait Islander teaching and learning.

These curricula are available to view anytime – please speak to Rochelle or Jenna at the office.

COVID-19 updates

With the easing of COVID restrictions in NSW Adventures Preschool has revised our procedures which are **effective from Monday 15/03/2021**

Adventures COVID Expectations:

1. Continue to sanitise your hands upon entry to the centre.
2. **DROP OFF - Parents are welcome to enter rooms** to drop off their child to an educator and to place bags in lockers, however if you prefer an educator to assist you at the door to continue a smooth drop off please let them know.
3. **PICK UP- Parents may enter the playground/classroom** to collect their child and their belongings. Please keep your time in the centre to a minimum.
4. **Siblings/unenrolled children are not allowed to go past the foyer gate.** We are happy for them to sit and wait in the foyer. (This does not include infants).
5. Please ensure you are **maintaining an acceptable “social distance”** from all other adults including educators and **keep drop off and pick up brief.**
6. If you are requiring a longer discussion with an educator, then a parent/teacher meeting can be organised at a time to suit both the educators and parents.
7. We would like to reinforce our normal requirement to **keep children at home if they are unwell or displaying any signs of illness or lethargy.**

Katrina's Favourite Recipe

Greek Lamb Ricotta Macaroni Bake

Pasta mix Ingredients

- 1.5kg Curly Pasta (cooked)
- 750g Ricotta
- 1 cup Grated Cheese
- 1 cup Milk

Method

1. Mix together

Ingredients

- 2.5kg Lamb Mince
- 500g Onion
- 3 Tbsp Garlic
- ¼ cup Oil
- 2 stock Cubes
- 1.5kg Vegetables
- 2-3 Tbsp Cinnamon
- 2 x 800g Crushed Tomato + flour to thicken.
- 2 Tbsp Oregano
- Salt & Pepper

Method

1. Sautee Onion and Garlic
2. Add Lamb, Cinnamon, Stock Cubes and cook through.
3. Add Tomatoes & Oregano simmer until sauce thickens.
4. Stir through vegetables.
5. Pour into lasagna dishes, top with Pasta mix and bake until brown.





Policy Under Review

Safe Comfortable Sleep and Rest Policy

Aim

The Approved Provider/Nominated Supervisor of Adventures will take reasonable steps to ensure that the needs for sleep of babies and young children being educated and cared for are met, having regard to the ages, developmental stages, and individual needs of the child. Educators/staff at this Service believe that sleep is the critical third pillar in achieving maximum mental health and overall wellbeing and is an essential building block for a child's mental and physical health. Educators/staff will follow the guidelines developed by Red Nose to create a safe and comfortable sleeping environment. The routine provides time during the day for rest, sleep, relaxation and quiet activities. However, we also accommodate individual needs for rest outside this time. Holistic approaches recognise the connectedness of mind, body, and spirit.

Did you know:

Tablets and smartphones emit blue light and this can cause sleep delays. Children's eyes are still developing and have not yet developed the protective pigments that enable them to filter out some of the harmful blue light.

Blue light suppresses the body's production of melatonin (the hormone that regulates their sleep-wake cycle) which kids need to produce to fall asleep quickly and easily.

Inadequate levels of melatonin delay the onset of sleep, these sleep delays can accumulate into a significant sleep deficit. Use of tablets and smart phones before bedtime can often be the culprit for your child's inability to fall asleep quickly.

Technology and the use of screens for as little as 1.5 hours before sleep can disrupt the natural rise in melatonin, increase alertness and lead to unsatisfactory sleep and thus drowsiness throughout the day.

Who is affected by this policy?

Child
Staff
Families
Management

Implementation

Adventures acknowledges the individual needs of families and their children regarding rest and sleep. We seek to work together to effectively cater for your child's needs whilst considering the importance of sleep for young children as they move through developmental periods. The body does important work while sleeping, such as processing daily information, producing hormones to promote growth and repair, decreasing stress levels, boosting your immune system as well as supporting learning, decision making and reaction times.

Parents/guardians are to advise educators/staff at enrolment of any special patterns or cultural practices that your child has which will enable us to maintain consistency and continuity with practices at home. It is also important to update this information throughout your child's time in care or as special circumstances arise – e.g.,

your child had a restless night and may need to go to sleep earlier, or your child slept in and may not need a sleep. You can do this verbally or in a communication book.

Necklaces (including amber teething necklaces) are strongly discouraged and will be removed from children's necks whilst your child is in our care as they present a significant choking hazard.

Educators/staff endeavor to ensure sleep and rest routines are positive experiences. This is achieved by encouraging children to bring a favorite comforter, familiar bedding, as well as the use of soft music. Educators/staff interactions also facilitate a positive atmosphere. Educators/staff will also provide feedback about your child's sleep patterns via the eat/sleep charts or verbally as required.

Educators/staff will not force a child to sleep nor will they deprive a child from sleeping. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there will be a comfortable, safe area available for them to rest (if required).

Educators/staff will spend up to 15 minutes assisting an infant to sleep, before offering an alternative to ensure a positive approach to sleep and rest is maintained. Educators/staff will always offer an opportunity to rest with quiet activities. If a child falls asleep during a quiet activity educators/staff will attempt to relocate the child into their allocated cot and allow the child to go through a natural sleep cycle.

Current information on sleep equipment and safe sleeping practices from recognised authorities is available to staff and families.

Safe Sleep/Resting Practices for infants 0-2 years

- Remove any clothing that would not normally be worn by the child while sleeping eg: shoes, hats and jackets/jumpers
- Babies will be placed on their back, head and face uncovered and feet at the bottom of the cot. If older babies turn over during their sleep, allow them to find their own sleeping position.
- If a medical condition exists that prevents a child from being placed on their back, the alternative resting practice must be directed in writing by the child's medical practitioner
- Ensure babies are tucked in securely or are in safe sleeping bags.
- Staff will observe sleeping children (0-2) regularly and record sleep times accordingly.
- Pillows, quilts, doonas, duvets and lambskins will not be placed in cots.
- Soft toys must be removed from cots when babies under 7 months are sleeping.
- Allow children 7 months and older access to their sleep comforters including; dummies (unattached), safe soft toys and small blankets.
- A parent must provide the Director with written instructions if they insist that their under 7 months old child should be allowed to sleep with a specific soft toy to ensure better sleep and consistency between home/centre routines. The Director will have the final say on whether the toy is considered a risk for the child while sleeping at the centre (eg: choking hazard)
- Ensure that dummies are not attached to children's clothes while sleeping.
- Necklaces (including amber teething necklaces) are strongly discouraged and will be removed while in our care as they present a significant choking hazard (*refer to Clothing Policy*).
- Modify the room temperature to ensure a comfortable level is maintained (ie: not too warm).
- Music is available to help children relax during the sleep/rest period.
- Children should not have bottles in cots (0-2 years) or immediately prior to going to bed (2-5 years) (*see Dental Care policy*)
- Staff must inform the Nominated Supervisor immediately if they notice any of the following:
 - Wobbly or broken parts that make a cot weak.
 - Gaps a toddler or baby can get caught in.
 - Knobs, corner posts or exposed bolts that can hook onto a toddler's or baby's clothing around the neck.

Safe Sleep/Resting Practices for children 2-5 Years

- Toddlers and Preschoolers will sleep on mattresses or stretchers on the floor with their face and head uncovered.
- Remove any clothing that would not normally be worn by the child while sleeping eg: shoes, hats and jackets/jumpers
- Allow children access to their sleep comforters.
- Position the children head to toe from children sleeping next to them.
- Encourage non-sleepers to have quiet time for 5-10 minutes before commencing a quiet activity.
- Modify the room temperature to ensure a comfortable level is maintained (ie: not too warm).
- Music is available to help children relax during the rest period.
- Windows and doors will be kept clear to ensure safe supervision of sleeping children.

Educators/staff will not force a child to sleep nor will they deprive a child from sleeping. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest. Educators/staff will always offer an opportunity to rest with quiet activities. If a child falls asleep during a quiet activity educators/staff allow the child to go through a natural sleep cycle. After approx. 45 mins educators/staff will change the environment to promote waking, such as opening blinds, turning on lights and changing the music.

Technology and Sleep:

While at Adventures, educators/staff will promote an environment conducive for adequate sleep and rest, ensuring the use of any technology is limited to no more than ten minutes and is not within 1.5 hours for sleep/rest times.

Educators/staff will at all times meet the National Regulations:

- To ensure that bedding is arranged to prevent cross infection.
- Allow easy access and exit of children.
- The sleep/rest area is adequately ventilated and has natural light.
- No children over the age of seven sleep in the same room with any child of the opposite sex.
- No child sleeps in the same room that an adult sleeps in.
- All beds and mattresses will be appropriately cleaned and maintained.
- All cots meet Australian Standard AS/NZS 2172:2003

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

Sources

Education and Care Services National Regulation 2012

Education and Care Services National Law Act 2012

National Quality Standards 2017

The Early Years Learning Framework 2009

Red Nose 2017 www.rednose.com.au Retrieved 16/2/2021

Raising Children website www.raisingchildren.net.au Retrieved 16/2/2021

Sleep Health Foundation 2018 www.sleephealthfoundation.org.au Retrieved 16/2/2021

Tresilian 2020 [www.https://www.tresilian.org.au](https://www.tresilian.org.au) Retrieved 16/2/2021

ACCC Product Safety Australia www.productsafety.gov.au Retrieved 16/2/2021

<https://drkristygoodwin.com/is-your-childs-screen-time-sabotaging-their-sleep/> Retrieved 17/2/2021

Review

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

Last Reviewed: Feb 2021

Date for next review: Feb 2022

Reading with Children

TALKING AND READING WITH BABIES

Sharing rhymes, songs, telling stories and reading books with your baby is a fun way to play and spend time together.

Importantly, it also starts to develop children's speech and a love of reading. For very young babies, it introduces them to new and interesting words, provides time to practice babbling and speaking, as well as teaching them about how books work.

It's never too early, or too late, to start reading with a baby. They may not understand the words at first, but they love hearing the sound of your voice and they learn that reading is important and fun. Most importantly, it is a wonderful opportunity to bond with your baby.

Reading with a baby

- Aim to spend some time every day sharing stories with your baby.
- Turn off TV/radio/phone, so you can both concentrate.
- Don't rush. Make sure you speak slowly and clearly.
- Watch baby's face. Smile or reply to baby's sounds.
- Pause often. This way babies have the chance to understand.
- It may help to include reading as part of your baby's routine, such as after nappy change, or before nap times and bed times.
- Follow their cues and continue while baby is engaged. If baby becomes hungry, tired, cries or turns their head away it is time to stop.

How to share books with a baby

- Choose books with large, bright pictures. Babies love pictures of babies and children, especially their faces.
- You can read the words or just talk about the pictures. Do plenty of pointing out of single objects, animals or people.
- They don't have to look at the book. Babies find books fascinating but will often look at you and make eye contact while you are reading. They are watching how you use your mouth to speak and tuning in to your voice.
- Have fun with the story doing silly voices and make funny noises.
- Keep a selection of board books within reach – book baskets on your play mat, some in the car or pram, and at the highchair. Keep special books up on a shelf.
- Encourage everyone to read, talk and share stories with baby.
- As they get older let babies show books to you. Board books are strong so baby can grab pages and will even mouth them. It's ok, it's all part of learning!
- Develop your own home library and choose books together. Borrow board books from your local library and discover new favourites together.

Step by step in learning

Babies begin to learn language skills from the moment they are born. Babies learn to talk by listening to people talk and read to them, and by babbling with sounds and words. It will take time before they are able to speak back to you, but their brain is busy developing the skills they need with every moment you spend talking, reading and playing together.

- Most babies will say their first words between 12 and 18 months. They will have a burst of language development before they turn two and begin to join words together by two and a half years.
- Most three-year-olds will use three-to-four-word sentences and be understood by familiar adults most of the time.

- By four, children will use four-to-five-word sentences, use grammar correctly most of the time, and be understood by most people.

The more you read, sing and talk with your baby or child the more they'll understand about language and words. So try and make rhymes, songs and reading books part of your daily routine.

READING WITH TODDLERS

Toddlers are learning so much about the world around them that it's hard to sit still! Don't worry if you can't get through a whole book. The main thing to keep in mind when reading with toddlers is that it has more to do with pointing and talking than with them sitting still and listening. Have fun together enjoying stories and books, and include lots of conversation, songs and play.

There are many great options for toddler books. Board books are a great choice as they are durable and can withstand many readings, as well as being used in play. A good toddler storybook often shows the sequence of common routines—such as bedtime, taking a walk, or bath time. While reading storybooks, take time to talk about what is happening and make connections to what your family does that is either the same or different.

Your child's ability to remember and their vocabulary are growing tremendously, and books that introduce first words and emotions feed their desire for information. Books that incorporate touching and feeling, and any book with flaps, create moments for interaction that are ideal for this age.

How to encourage reading in a toddler:

- Keep books where children can see and reach them
- Allow your child to choose what to read whenever possible
- Provide your child a variety of books—story, learning, humorous, rhyming books
- Build several moments for reading into your daily routine
- Resist taking away reading time as a consequence. (“We will not read a bedtime story tonight if...)
- Limit screen time and television viewing

How to manage reading with a toddler:

- Turn off TV/radio/phone, so you can both concentrate
- Be willing to read only parts of a book and pages out of order
- Read when asked
- Let your child hold the book and turn the pages
- Sit close to your child, as much as possible, while reading
- Do a ‘picture walk’ where you talk about the illustrations together. This can be a way of them ‘reading’ a story to you

At this age disregard the commonly held idea that you must read to your child for a set amount of time (20 minutes) in one sitting every day, or that you are a failure if you can't get your toddler to sit still to “read.” This phase of your toddler's development requires patience, being flexible and including lots of conversation, using a varied vocabulary, and modeling a love of reading.

A child can learn and benefit greatly from being read to right from the day they are born.

Grab a book, snuggle up with your child and share the joy of story-telling with them. The benefits of reading out loud to your baby or young child are simply endless!

Benefits

- It encourages children to make connections between the “heard” word and the meaning “behind” the word
- It gives them a positive foundation to pre-reading skills that aids the process of becoming independent readers in the future

- One of the most important skills a parent can teach children is how to communicate: how to speak, listen, and to read. By reading aloud to your children, you are teaching them all of these skills
- Reading to young children expands their vocabulary, improves memory, and allows them to practice listening skills. It also helps to develop thinking and the imagination
- Read to your child from a variety of sources. Such as books, cereal boxes, magazines, road signs, and greeting cards. By reading from a variety of sources, you are teaching the importance of the written word
- As your child becomes older, they will want books that actually tell a story and have an ending that makes sense. Books help to develop the toddler's attention span. They contribute to children forming a rich vocabulary and verbal skills
- They also contribute to the development of basic reading concepts such as following the words from the left to right side of a page.

What you can do:

- Try making books together from cardboard and pasting in pictures from magazines - kids love these
- Incorporate movement and actions that go along with the books. For example, when reading "Humpty Dumpty" pretend to fall with your little one at the right time. They will soon come to anticipate this movement and be really excited about it. It's remarkable how quickly they learn these little routines and grow to love them
- Toddlers rapidly develop a group of favorite books and will want you to read them again and again. This can be a little boring for you, but it's important to your toddler because repetition helps them to learn the meaning of words, which is vital for language development

Try taking your young child to your local library to choose their own books. Many libraries offer free Story Time sessions for young children. This will go a long way to nurturing a love of reading, and helping your child become a proficient and confident reader later on in life.

READING WITH PRESCHOOLERS

Mem Fox, an Australian writer of children's books and an educationalist specialising in literacy, advocates reading with children for 10 minutes a day, which roughly equals three books a day. If you read 3 books a day to your child from birth, they would have heard around 5000 stories by the time they reach the age of five. Even if you only read half that many, or a third, that is still a wonderful amount of sharing, bonding and learning that is taking place.

The benefits of reading to children are many. The human brain is most open to environmental influences in the first few years of life with 90% of brain development occurring between birth and the age of five. Research has shown that children whose parents read to them when they are young learn to speak, read and write more easily. What pre-schoolers know before they enter school is strongly related to how easily they learn to read when they start school.

What do preschoolers need to know?

Imagine learning to read is like building a house. You would not try and build the walls without first laying strong foundations. Emergent literacy skills, or pre-reading skills, are the strong foundations of reading. Children need to have these early skills before they can learn to read. Emergent literacy skills include:

- The ability to recognise and name letters of the alphabet.
- General knowledge about print, for example, which is the front of the book and which is the back, how to turn the pages of a book and that (in English) we read from top to bottom and left to right.
- The ability to identify and manipulate sounds, also called phonological awareness (the sounds in words).

How do children learn these skills? By being regularly read to and by having access to lots of great books to explore. So try and make time to read at least one book a day.

Why else should we read with preschoolers?

- Young children need lots of special one on one time with their parents and caregivers. Reading together is a simple and enjoyable way to take time out from hectic schedules and bond with your children.
- Books can help children discover the world around them. There might not be that many dinosaurs roaming the streets but there are plenty in books!
- Story time can be one of the most rewarding and memorable moments you can spend with a child, and one that both of you will treasure for years to come.

What do preschoolers like?

Sometimes it just takes one wonderful book to start a lifelong love of reading, but with so many picture books available, how do you find the books that will become your child's favourites, the ones that they will remember as adults and then want to read to their children?

- You know your child best. Be guided by their interests. If they are mad about trains, read books about trains. If they are spending their days hunting for fairies, read books about fairies.
- All children love predictable books, books that have a pattern, a predictable plot or lots of repetition. These books are a great choice for preschoolers as they can guess what is going to happen next and start 'reading' them to you.
- Hearing and using rhyme is a fun way of making sounds, words and stories memorable. Preschoolers love to chant along and participate in the story.
- Other characteristics of favourite books for 4 and 5 year olds include humour, suspense, and imagination. If you are still stuck then try well-loved, classic books that stand the test of time, such as 'The Very Hungry Caterpillar', 'Who Sank the Boat?' or 'Possum Magic'.

Ten tips for sharing books with a preschooler:

Sharing a book with a pre-schooler is a perfect opportunity to enjoy a great story, while helping develop their pre-reading skills. Children at this age learn best through play and experience, rather than formal instruction:

1. Make sure the book is age-appropriate and about something that interests them. To develop children's interest and enthusiasm for reading, books must capture their attention, captivate their imaginations and make them want to return to them again and again.
2. Make reading fun! Use expression and different voices for different characters. Tell your child the words and let them 'read' the part of their favourite character.
3. Read as often and as much as you can. Be prepared to read their favourite books over and over again. If they say "Read it again!" you have found a winner. It may be boring for you but it's essential for their brain development and early learning.
4. Read the title of the book and talk about the pictures. Encourage your child to predict what the book is going to be about.
5. Look at who the author and illustrator are. Do you know any other books by the same people? Make a list of favourite authors and illustrators to look for at the library or bookshop.
6. When you read to your child, run your finger under the words from time to time as you read them. This will teach him that you read from top to bottom and left to right.
7. Ask questions about the story, but make sure there is no right or wrong answer. Ask if there are any words they don't know and explain the meaning of them.
8. Provide a wide variety of reading materials such as non-fiction, magazines, poetry books and joke books. Browse libraries, garage sales and second hand book stores.
9. You don't have to read just at bedtime – read any time of day, anywhere! Keep books near your child's toys or play areas so they are always available. Take a book everywhere - in the car, while waiting for appointments, while travelling on public transport.
10. Visit your local library together and sign-up your preschooler for their very own library card. Let them choose some books to borrow. If they have chosen the book they will be more interested to listen to it.

Other things that you can do:

- Encourage family and friends to give books as gifts.
- Share books with friends/families with young children, and ask what they are enjoying reading.
- Find someone else to read to your child. Most libraries offer free Story Time sessions for young children. You can also borrow some story CD's or audio books.
- Make your own books together with your preschooler. Print out photos, write simple sentences on each page and staple together. Preschoolers love a book about themselves!

The preschool years are an important time in developing a lifelong love of reading, so try and make the time to read a book (or three) every day!



StartingBlocks.gov.au

Starting Blocks provides parents with information about early childhood education and care.

Starting Blocks is a starting point to:

- Learn about children's **developmental milestones**
- Understand **what to expect** from an early childhood education and care service
- **Find services** and learn about their quality ratings
- Get tips on starting childcare or preschool, and **what can be done at home** to encourage your child's learning and development.

Starting Blocks aim is to provide you and your family with trusted information, all in one place

Starting Blocks is brought to you by the Australian Children's Education and Care Quality Authority (ACECQA). ACECQA is the national body, overseeing the implementation of the National Quality Framework (NQF), which has been developed to improve the standard of education and care.

Contact Information for the Centre

Acting Director – Rochelle Koort office@adventurespreschool.com.au

Assistant Director – Jenna Bartram educate@adventurespreschool.com.au

Contact phone number – (02) 9481 7765

Please contact the centre before 9:00am to advise of any absences.