



ST ANNE'S LONG DAY CARE CENTRE
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Dear Families,

I do hope you found our first Newsletter for this year helpful with all the information it brought you about what to do, where things are, and why we ask you to do some things in particular ways. If you didn't receive this first Newsletter for some reason and would like a copy please just ask Sharni or me.

This month's Newsletter will talk to you about what to do if your child is sick, and what we do if your child becomes unwell while in our care. It is so important to us in this 'group care' environment that we minimise 'cross contamination' to the best of our ability. We want to keep your child as safe as we can, given that we have in our care up to 76 children a day ranging from 6 months of age to 5 years.

Excerpt from the Australian Government's 'Staying Healthy- Preventing Infectious diseases in early childhood education and care services':

Infections are common in children and often lead to illness. At home, children are reasonably well protected from infectious diseases because they do not come into contact with as many people as children who attend education and care services. The adults they meet are usually immune to many childhood illnesses because they had them as children, or have been vaccinated against them.

Many children first enter education and care services at a time when their immune systems are still developing.

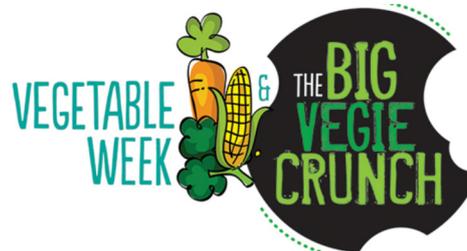
They may not have been exposed to many common germs that cause infections—bacteria, viruses, fungi, protozoa—and they may be too young to be vaccinated against some diseases. The way that children interact in education and care services means that diseases can quickly spread in a variety of ways. Children (particularly younger children) will have close physical contact with other children and carers through regular daily activities and play; they often put objects in their mouths; and they may not always cover their coughs or sneezes.

Whilst we have strong vigilant infection control procedures in place on a daily basis (and during the day) COMPLETE infection control is impossible. However, we aim to prevent as many infectious diseases as we can and control their spread.

Please continue to read on page 2 for further information.

Yours as we care for and educate children together,
 Narelle Dewhurst. CENTRE DIRECTOR.

BIG VEGIE CRUNCH WEEK **Monday 26 Feb to Friday 2 March 2018**



Children at St Anne's are provided with at least 2 serves of vegetables each day—this is a dietary recommendation by the Australian Dietary Guidelines.

Thanks Mark!

Try Mark's Moroccan Butter **Bean Dip served with** **Veggie Sticks**

- Butter Beans (1 can—drained)
- 1/4 red capsicum
- 3 dried apricots
- Olive Oil (1 dessertspoon)
- Garlic (1-2 cloves)
- Pinch of cumin

Put all ingredients into the kitchen whizz and blend till smooth. Adjust to taste. If a bit dry add a little water.

Serve with carrot, celery, zucchini, or Lebanese cucumber sticks, etc.

(Lebanese cucumbers are seedless).

Choose water as a drink!!



Fruit juices, soft drink, sports drinks and cordials contain a lot of added sugar. A can of soft drink contains around 10 teaspoons of sugar.



Forward
Notice

St Anne's will be closed on
GOOD FRIDAY and EASTER MONDAY
Friday 30 March and Monday 2 April.
(These are both Public Holidays).



Q and A re Sick Children

What should I do if my child is unwell?

When children are unwell you should keep them at home.

When children are unwell they are not able to fully participate in the Centre's programme and need closer care and attention than we can give them in a group care setting.

Rest and recovery is best to ensure good health.

If a child has an infectious illness or condition they must be kept at home according to the Australian Government's Recommended Minimum Exclusion Periods (this chart is displayed on the Foyer Noticeboard or you can access it on the internet).

The aim of exclusion is to reduce the spread of infectious disease. The less contact there is between people who have an infectious disease and people who are at risk of catching the disease, the less chance the disease has of spreading. Excluding ill children, educators and other staff is an effective way to limit the spread of infection in education and care services.

A letter from a medical practitioner stating that a child who has been absent due to an infectious illness, can return to the Centre may be required.

What happens if my child gets sick while at St Anne's?

When a child appears unwell while at St Anne's (not joining in, listless, not their "usual self", pale, hot/clammy, cold/shivery, coughing a lot, lots of mucous discharge, crying for no reason, complaining of pain, not eating and/or drinking) we will check their temperature and then give you a call to inform you and discuss with you.

If a child's temperature is 38°C or over they must be picked up to be taken home for care. Our concern for young children with an elevated temperature is the possibility of febrile convulsion.

If a child is not happy to join in, wants to lay down and is not enjoying their day as they usually do we will phone you to suggest you pick them up to take them home. It is likely they are experiencing the onset of an illness.

If we ask you to pick up your child due to a concern in relation to being unwell, we may suggest you seek a consult with your GP to check. If the GP suggests there is nothing wrong and can return to St Anne's we ask that you get a 'letter of clearance' from your Doctor assuring us your child is okay to be in the Centre with other children. This is particularly important if the child is presenting with a rash, unusual skin eruptions, sores, a persistent cough, complaining of pain, not mobilising properly, producing lots of mucous that they are unable to manage, have a discharge from their eyes or ears, or some other concerning symptom.

Do we medicate children?

We do not medicate a child with anything unless prescribed by a doctor.

We will only medicate a child if medication is prescribed and being taken for a condition that is not infectious.

The medication must always be in its original container with the label showing the child's name, prescribing Doctor's name, date of prescription, dosage.

Medication must be handed to an educator and a Medication Administration Authorisation form must be completed by you and an educator, before you leave the medication.

What if my child has been vomiting or has had diarrhoea?

We ask that you keep your child at home. The exclusion period is for AT LEAST 24 hours AFTER the symptoms have stopped ie. no vomiting for at least 24 hours, and no loose stool for at least 24 hours.

What if my child just has a common cold?

Colds are the most common cause of illness in children and adults. There are more than 200 types of viruses that can cause a common cold. Symptoms include a runny or blocked nose, sneezing and coughing, watery eyes, headache, a mild sore throat and possibly a slight fever. Nasal discharge may start clear, but can become thicker and turn yellow or green over a day or so. Up to a quarter of young children with a cold may have an ear infection as well, but this happens less often as the child grows older.

Watching for any new or more severe symptoms is important as these may indicate other, more serious infections.

Colds are most infectious from about 1 day before symptoms begin and while there is presence of a runny nose with clear nasal discharge.

Whilst there is no need for us to exclude a child with a common cold, rest is best until a child feels well again. If they are coughing a lot and have a very runny nose and cannot wipe it effectively they may also need to stay home. To ensure infection control children we encourage and model for children coughing/sneezing into their elbow, wiping their nose and washing and wiping hands.

Kidsmatter , an Australian health and wellbeing initiative for children in Early Childhood Education and Care Services and Primary Schools, tells us that children are much more likely to bounce back from a negative experience if they already have the building blocks in place to help them cope.

Research shows children are more likely to develop coping skills if they trust that the world is safe and caring people will help them, believe in their ability to do things for themselves, feel valued for who they are , feel optimistic, and can manage their feelings , thoughts and behaviours.

The following articles are from an early childhood education and care services resource magazine that I thought might be worth a read. (It is not a Kidsmatter article.. For Kidsmatter information and resources please go to.. www.kidsmatter.edu.au

FOCUS ARTICLE: How to teach your kids to do hard things



Ever wonder how to teach your kids to do hard things? How to fight fear, to live brave and overcome hard things? Here are some great ideas to get you started.

Life is full of hard things. Learning to walk is tough. Growing up is challenging. Learning to become a good spouse is no easy feat, settling into the role of mother is hard. Hard. Hard. Hard. So why wouldn't we want to prepare our kids to handle hard things well—to not balk at the pressure? Why shouldn't we seek to give them eyes that see beyond what's right in front of them, intentionally training them and equipping them with the tools to handle hard things?

Here are 5 things I want to be intentional about in raising kids who can do hard things, kids who are overcomers.

1. Let them fail | Really. Our home is a training ground for life. And so is yours. It's a place where our children are loved no matter what, a place where their worth is not based on performance, and the safest place for them to trip and fall and learn about what it takes to get back up again. My natural tendency is to smooth out all the rough spots, and champion my children to success. But this does not help them in the long run. A cutthroat workplace or college class are not the best place for our kids to be learning these lessons for the first time. Be intentional about giving your children a safe place to mess it all up, to crash and burn, to learn consequences and forgiveness and exactly what it takes to get back up and try again.

2. Equip them | Watching our children deal with hard things give us the opportunity to teach them how to respond well. One thing I'm learning is that no matter how irrational, improbable, or ridiculous it may seem to someone else, fear is real. We all fear different things, but when you are in the midst of it, it becomes your reality. Minimizing someone else's fear is not helpful. But teaching them how we handle fear, how we fight lies that can eat away at our hearts, is quite useful.

3. Talk truth | While we try to re-shape hearts and complaining attitudes around here we don't shy away from calling things hard. Learning to swim is hard. Pulling weeds is hard. Keeping a tidy home is hard. Sure it is, but that doesn't mean we don't do it. As my kids get older we talk more and more about the hard things of life, because they don't ever magically go away. Talking truth with your children, rather than sugar-coating life lessons, conditions them to understanding that hard work is a part of life and not something we shy away from.

4. Start training them | Have you ever considered intentionally training your children to do hard things, to push past their will and what they see right in front of them in order to learn the value of perseverance? You can be intentional about helping your children develop faithfulness and tenacity. Try taking on a big challenge as a family. Help your kids engage in conversations outside of their comfort zone or offer an apology even when it feels awkward. Show them how to serve others or what it might look like to give sacrificially. These things don't come naturally for most children, or adults for that matter. Walk them through it intentionally and give them opportunities and new environments in which to practice it. Make sure they see you doing the same. Let them fold their clothes, let them weed the flowerbeds, teach them to clean up the kitchen, to sweep the steps and wash the windows. The tasks will grow with age, of course, and you can even make some of the bigger and more challenging chores paid jobs, but only pay for a job well done. It all takes effort and oversight on your part, but slowly they will begin to learn the value of hard work and doing hard things. And, hopefully, your house will be getting cleaner in the process!

5. Follow through | Similar to discipline, follow through is key and is often the hardest part as a parent. You love those kids like crazy and if you're anything like me; you tend to let them off the hook too easy at times. But that is not parenting brave. Parenting brave requires the very same thing of us that we are trying to train in our kids, making decisions not based solely on what is right in front of us, but with the end result in mind. In this case that would be responsible and capable adults

This is an edited version of 'Raising Overcomers' read the article in full at the following link www.mother.ly/child/raising-overcomers-how-to-teach-your-kids-to-do-hard-things#close

Source: *Motherly*. Author Katie Westenberg

FOCUS ARTICLE: Mindfulness for children



Children of all ages can benefit from mindfulness, the simple practice of bringing a gentle, accepting attitude to the present moment. It can help parents and caregivers, too, by promoting happiness and relieving stress.

What is mindfulness, and why do kids need it? From our earliest moments, mindfulness can help minimise anxiety and increase happiness.

How it helps?

Adversity comes at us from the moment we are born. Infants get hungry and tired. Toddlers grapple with language and self-control. And as children develop through adolescence to become teenagers, life grows ever more complicated. Developing relationships, navigating school and exercising independence — the very stuff of growing up — naturally creates stressful situations for every child.

At each developmental stage, mindfulness can be a **useful tool for decreasing anxiety and promoting happiness**. Mindfulness — a simple technique that emphasises paying attention to the present moment in an accepting, nonjudgmental manner — has emerged as a popular mainstream practice in recent decades. It is being taught to executives at corporations, athletes in the locker room, and increasingly, to children both at home and in school.

Early Habits

Children are uniquely suited to benefit from mindfulness practice. Habits formed early in life will inform behaviours in adulthood, and with mindfulness, we have the opportunity to give our children the habit of being peaceful, kind and accepting.

“For children, mindfulness can offer relief from whatever difficulties they might be encountering in life,” said Annaka Harris, an author who teaches mindfulness to children. “It also gives them the beauty of being in the present moment.”

Part of the reason why mindfulness is so effective for children can be explained by the way the brain develops. While our brains are constantly developing throughout our lives, connections in the prefrontal circuits are created at their fastest rate during childhood. Mindfulness, which promotes skills that are controlled in the prefrontal cortex, like focus and cognitive control, can therefore have a particular impact on the development of skills including self-regulation, judgment and patience during childhood.

Modeling Mindfulness

Mindfulness isn’t something that can be outsourced. For parents and caregivers, the best way to teach a child to be mindful is to embody the practice oneself.

“Learning mindfulness isn’t like piano lessons, where you can have someone else teach it to your children,” said Susan Kaiser Greenland, a mindfulness instructor who works with children. “You have to learn it yourself.”

Of course, being a parent is an incredibly stressful experience in its own right. For those raising children, practicing mindfulness exercises — and ideally practicing mindfulness meditation for even a few minutes a day — can be *profoundly beneficial*, allowing caregivers to not only share the skills with a new generation, but also take better care of themselves at the same time.

“In order to play the game of life mindfully,” said Sumi Loundon Kim, a Buddhist chaplain at Duke University who works with youth, “you have to practice mindfulness.”

The article ‘**Mindfulness for Children**’ provides basic mindfulness explanations and tips for *infants, toddlers, young children, older children and teenagers*. Go to the link below to learn more <http://www.nytimes.com/guides/well/mindfulness-for-children>

Source: Gelles, D. (2018, February 15). Mindfulness for Children. Retrieved from <https://www.nytimes.com/guides/well/mindfulness-for-children>

Image Source: Retrieved from <https://www.nytimes.com/guides/well/mindfulness-for-children>

STORY STONES

Story stones are smooth, flat stones that you can find at the beach or even at a craft store. Each stone has a picture of a character or animal or object on it. You can make a story stone by painting a picture on it, you can use stickers, you can draw on your stone with a permanent marker, use magazine cut outs or fabric scraps to make your story stones.

Choose a stone from the basket, and start a story based on the picture on the stone that they’ve chosen. Another stone is drawn from the basket, and the story continues, incorporating this next picture into it.

Storytelling can help enhance your child’s imagination and vocabulary. It can encourage creativity; increases vocabulary and can help with communication and listening skills.

