



ST ANNE'S LONG DAY CARE CENTRE
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*Celebrating 10 years of Early Childhood Education
 since 27th January 2010.*

Dear Families,

Well what a week! Who'd have thought a community like ours would end up with NO water for two days! It certainly makes you appreciate the water we have on tap and the quality of that water, at our fingertips, whenever we need it (mostly)!

Those of you whose children are enrolled to attend St Anne's Tuesdays and Wednesdays were very patient and understanding with our decision not to open until we could be assured of flushing toilets. Many thanks also to those who sent messages of thanks for the level of communication with you all to ensure you were kept as up to date as possible with what was going on. Your words were very appreciated and very reassuring that the best possible decisions were being made.

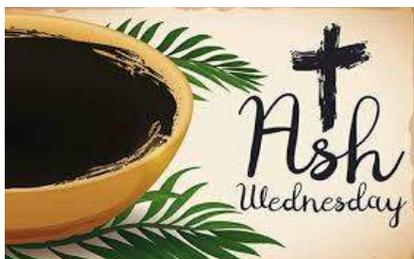
While we were closed, Shrove Tuesday (Pancake Tuesday) occurred and then on Wednesday 26th, one of the most important Holy Days in the Catholic Liturgical calendar (the Church year)...ASH WEDNESDAY. Ash Wednesday marks the start of LENT, a season of fasting and prayer, 46 days before Easter Sunday. On Ash Wednesday Priests administer ashes to people's foreheads during an Ash Wednesday Mass, saying "Remember that you are dust, and to dust you shall return."

The ashes come from the blessed palms used in the previous years Palm Sunday celebration.

Please read on for the latest St Anne's news.

Yours as we care for and educate children together,
 Narelle

Dewhurst.
 CENTRE
 DIRECTOR.



Sincere Condolences

We pass on our sincere condolences to Mick and Nicole Harley, Maisie and Julia, and Gus Harley for their recent loss. The passing of Di Harley was significant to many in the community. Di's strength and positivity during her months of coping with Motor Neurone Disease was admirable. She was a very gracious lady.



We also pass on our sincere condolences to our East Ballina Lions Club "friends" and the families of Max Moore and Jim Meldrum. Both gentlemen were an integral part of the Club and will be very sadly missed. Max Moore passed away on 12 January, and his dear Lions Club colleague Jim Meldrum, only a week ago. The East Ballina Lions Club BBQ team having been catering for our St Anne's Christmas celebration since 2011. We continue to be grateful for their hard work throughout the community.

EASTER

St Anne's will be closed on
 Good Friday 10 April, and also
 on Easter Monday, 13 April.
 Both days are Public Holidays.

Important Information from the Office

What to do if 'giving notice' for any reason

It seems there can be some confusion in relation to giving 2 weeks' notice and the receipt of Child Care Subsidy.

I hope this helps explain the process.

Kind regards,

Sharni Donnelly.

Administrative Assistant.

2-weeks' notice & your CCS

St Anne's has a 2-week notice policy for families leaving the Centre - most Centres do. It gives us a chance to fill the spot as well as making sure families are not left out-of-pocket.

When families give notice and attend until the agreed last day all is well!

The problem arises when a family gives notice then the child does not attend the agreed final sessions.

These sessions must be entered as 'cessation of care' and will not attract CCS. This is so the Government is not paying for families that do not give the required notice then expect to receive CCS when they shouldn't.

See below...

(Copied from the Australian Government Services website)

If your child's enrolment ends

If your enrolment ends we won't pay CCS for any days after your child's last physical attendance. You'll need to pay full fees for any absence days after the last day your child physically attends the service.

Immunisations and your Child Care Subsidy (CCS)

All children must be immunised to attend Child Care Services and to receive CCS.

Please regularly check your MyGov and send me through any updated 'Immunisation History Statements' so I can link it with your child's enrolment. This should save your CCS from being cancelled.

(Copied from the Australian Government Services website)

Immunisation requirements

To be eligible for the Child Care Subsidy a child must also meet immunisation requirements.

To meet the Child Care Subsidy immunisation requirements, children must be immunised according to the standard vaccination schedule, be on an eligible catch-up vaccination schedule or have an approved exemption from being immunised (see the Department of Human Services website at www.humanservices.gov.au/individuals/enablers/what-are-immunisation-requirements/35396).

There is a short immunisation grace period which provides some flexibility for families to meet the vaccination requirements where they may have missed or forgotten a scheduled vaccination.

VEGIE MONTH—10th Feb to 6th March, is a time to intentionally explore and celebrate all things Veg!! All Rooms have been engaging in a variety of experiences related to “vegetables” exploring various types of vegetables, colour, taste, smell, texture, shape, skin, flesh, inside, outside, and some cooking and drawing/painting experiences. Here are some of the experiences in action!



In the **Pebbles** and **Pippies** Rooms the children have fresh veggie mash every day (Sweet potato, carrot and pumpkin). Raw carrot looks and tastes different—**CRUNCHY!** A ‘vegetable lotto’ game encouraged conversation and naming of vegetables!

Wow! The children in the **Pippies Room** delighted in exploring a variety of vegetables—before peeling, after peeling, tasting!



Children in the **Shells Room** peeled and tasted corn then cooked Corn Pikelets! Children need to see and taste vegetables in their various forms (raw, cooked, separate, or as an ingredient)!



In the **Rockpools Room** a variety of fresh vegetables were being investigated and experienced then represented through the children's art experiences. Children at this age learn best when they can touch, feel, smell and taste ("hands-on learning").

In the **Seabirds Room**, full investigation of a number of vegetables occurred followed by making delicious Vegetable Rice Paper Rolls.



Get your Hand Hygiene right



Article taken from ABC News Website 2/03/2020

By Claudine Ryan (RN's Science Unit—Digital Educator with ABC Health & Wellbeing for almost a decade.)

Your handwashing technique is also important — so here's a quick run-down on the things that matter.

Don't rush: A quick splash under the tap isn't enough. For germ-free hands you'll need to do a thorough wash under clean running water, lasting 20 seconds, with lots of rubbing together of the hands (front, back and between the fingers). Children can be encouraged to sing the entire "Happy Birthday" song twice to make sure they wash their hands for long enough.

Soap up: If you're at a tap and there's some soap nearby, use it. Any germs on your hands will be attached to the layer of acidic fats, oils and cellular debris on the surface of the skin. Soap dissolves this layer and so does a better job of dislodging the bugs than merely rubbing your hands under water alone.

Liquid versus bar soap: While liquid soap is less likely to be contaminated than a cake of soap, this is more of an issue in public places than at home.

Antibacterial isn't any better: It may be tempting to use antibacterial soaps to be sure you get rid of all the nasties, but there's no proof these products work any better than regular soap and water. Rather there are fears these products may actually cause harm by encouraging bacteria to become resistant to their active ingredients.

Running water is best: It's best to use running water if you can, as clean hands are likely to become contaminated again if you wash them in a sink or bowl of water. If there's no running water then make do with what is available.

Water temperature: Very hot water may kill disease-causing microbes, but the temperature needed (80 degrees Celsius) would leave you with significant burns. Soap lathers better in warm water, which is also less likely to strip away the natural oils in your skin than either hot or cold water.

Remember to rinse: Once the soap and the friction have lifted the dirt and germs from your hands, you want to rinse them down the sink. Again, you want to rinse under clean running water if possible.

When there's no water, a hand sanitiser or gel that [contains at least 60 per cent alcohol](#) is your best bet.

FREE PLAY AT ST ANNE'S



FREE PLAY, FREE-CHOICE PLAY, CHILD-DIRECTED PLAY OR UNSTRUCTURED PLAY

The importance of Free Play has been well researched. It is essential for all children to participate in Free Play. From their Early Years and throughout the Key Stages it plays a crucial role in their development.

What is FREE PLAY: Children choosing what they want to do, how they want to do it and when to stop and try something else. Free play has no external goals set by adults and has no adult imposed curriculum. Although adults usually provide the space and resources for free play and might be involved, the child takes the lead and the adults respond to cues from the child".

children are highly motivated to play! They want to know about the world around them, and they need to be in a caring environment that allows them to explore all sorts of concepts freely, whether academic or social. Most aspects of physical and cognitive development and learning come through play. Given plenty of time for Free Play, a child's way of playing will grow in its complexity. This is what we love about it!

FREE PLAY...

- **Promotes Personal, Social and Emotional Development**
- **Encourages Cognitive Development and a Child's Ability to Solve Problems**
- **Supports a Child's Physical Development**
- **Enhances a Child's Language and Understanding of Cultures**
- **Reinforces Classroom Learning**
- **Allows a Child to be Happy**

National Quality Framework | Quality Area 1: *Educational Program and Practice*

Element 1.2.2 - Responsive teaching and scaffolding

Element 1.2.3 - Child directed learning

Homan, Emma. (2020, February 15). Why Free Play Is Crucial For Early Years Children. Retrieved from <https://www.pentagonplay.co.uk/news-and-info/why-free-play-is-crucial-for-early-years-children>

When Educators are planning their daily, weekly or monthly programmes for the children's learning they will ensure there is a balance between 'free play' and 'Educator supported learning'.

Excerpt from the Early Years Learning Framework—Practice—Learning Through Play:

Play provides opportunities for children to learn as they discover, create, improvise and imagine.

When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy *being*.

Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking **They provide a balance between child led, child initiated and educator supported learning.** They create learning environments that encourage children to explore, solve problems, create and construct. Educators interact with babies and children to build attachment. They use routines and play experiences to do this. They also recognise spontaneous teachable moments as they occur, and use them to build on children's learning. Early childhood educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.

A bit more about 'raising emotionally thoughtful and intelligent Children'.

It's often likely when you see your child very upset that you match their level of anxiety. Often you see the behaviour, crying, maybe screaming, a jumble of words, emotion! Usually, underneath all of that emotion is 'a need' that needs to be met.

Being in tune with your child's needs requires at times, a lot of patience and communication. Yet in an attempt to calm your child as quickly as possible you might focus on the behaviour and not what is causing it. You sometimes might ask "What's wrong?" and yet a more helpful question would be "Help me understand what happened." This type of curious language is helpful and focuses on inquiry rather than the child hearing the word 'wrong' and thinking they have done something 'wrong'.

The following phrases can help you teach your children how to express themselves—and perhaps help as they develop 'self-regulation' of their 'big' emotions.

1. *"I can see that you are upset. You are allowed to feel that way. I'm here when you're ready to talk."*

Why it works: Letting your child know that you see them—that it's okay to have feelings and that you're there for them—helps them feel safe. And having that safety gets them out of melting down and into communicating.

2. *"I would feel [insert emotion] if that happened to me, too."*

Why it works: When children know that someone isn't going to tell them to feel differently or that their feelings are wrong, they are likely to seek out that kind of comfort more often.

3. *"I see that you had a hard time with [x], what can we do to make it easier next time?"*

Why it works: This encourages children to come up with their own strategies for dealing with frustration. It helps children identify the feeling and what to do about it. It encourages children to problem solve and to work out with you, 'What do I need to do?' And if they're not able to do that, then you are there with them to give them that assistance."

4. *"Your words help me understand you better."*

Why it works: This helps children know they have the power to make themselves heard and understood through their words. This is quite empowering for young children, even for very young children with language just emerging.

5. *"It seems like you're having a hard time finding the words to explain what you're feeling. Is there another way that you can show me what's going on?"*

Why it works: Children don't always have to "use their words" to be understood, and listening isn't the only tool parents have to understand their children's needs. Be observant, be perceptive, be in-tune.

6. *"I'm your mother, but I don't live in your body. What does it feel like? What's your brain feeling?"*

Why it works: This phrase can help teach your children about the mind and body connection and can also help you as a parent to separate the behaviour from the child—they're not *being bad*, they're trying to communicate about what *feels bad*.

7. *"Let's take a deep breath. Look in the mirror, wipe your face and straighten your clothes."*

Why it works: This phrase is like a reset button for children, teaching them how to centre themselves and move past the meltdown. Deep breathing is a coping mechanism that works across all age groups—taking a deep breath in and a long exhale helps with getting grounded. A way to teach your child how to do this is by saying, "Smell the flowers, blow out the candles."

None of these phrases and strategies are one-time fixes, but they can all be part of an ongoing conversation between you and your children.

Give your children the space to provide answers and solutions themselves, and they'll grow to understand how to express their feelings and emotions—even the tough ones.

Ref: Child Care Centre Desktop—Newsletters.

At St Anne's you will see evidence throughout the Room programmes of Educators intentionally teaching children about feelings, emotions, interactions with each other, self-regulation, co-operation, consideration, and respectful interactions with their peers and Educators.