



MONTHLY NEWSLETTER

April 2024

Follow us:

Bowen/Collinsville Family Day Care



Welcome New Families!

Maloney, Hathaway/Singh,
Bunungam/Solomon,
Kenny/Strybos,
Farnell/Palmer,
Cordwell/Spencer,
Weightman,
Law/Wardle, Rogers,
Horton/Woods.

Dates to note:

01/04 – Easter Monday

02/04 – Autism awareness Day

15/04 – QLD State schools
resume

25/04 – ANZAC Day

SCHOOL HOLIDAYS



if you have school aged children that do not usually use care, but will use school holiday care, let us know so we can:

1. Create a booking/timesheet
2. Create a CCS Enrolment – **this must be in place PRIOR to care being provided.**

Children who do not use childcare for a period of 14 weeks, will have their CCS Enrolment ceased by Centrelink.

What are CCS Hours?

The hours of subsidised care you can get per fortnight depends on the hours of recognised activities you do.

Recognised activities can include any of the following:

- paid work including being self-employed.
- paid or unpaid leave, including paid or unpaid parental or maternity leave.
- unpaid work in a family business.
- unpaid work experience or unpaid internship.
- actively setting up a business.
- doing an approved course of education or study.
- doing training to improve work skills.
- actively looking for work.
- volunteering.
- other activities on a case-by-case basis.

Activity level each fortnight	Hours of subsidised care each fortnight
Less than 8 hours	0 hours if you earn above \$80,000 24 hours if you earn \$80,000 or below
More than 16 to 48 hours	72 hours
More than 48 hours	100 hours
More than 8 to 16 hours	36 hours

If subsidised hours have been reduced, parents need to contact Centrelink.

<https://www.servicesaustralia.gov.au/recognised-activities-for-child-care-subsidy?context=41186>

Website:
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Michelle is joining the Bowen/Collinsville Family Day Care team! Michelle is based on Magnetic Island as 'Tiny Seeds Family Day Care.'

'Early childhood education is a place for children to play, learning through their own interests, developing a positive attitude towards learning, and developing new skills. Learning through play allows children to make sense of the world around them, using and developing their imagination and creativity to problem solve and develop new skills.'

We believe implementing a program that promotes nature play is important for children to develop connections with themselves, peers and their environment. Nature play provides immense benefits to children's growth, development, learning, communication and overall wellbeing, not just for the children but their parents and educators relationships alike. Moreover, it allows children to connect with Mother Earth, learn about the cultures of our First Nations people and the ways of knowing. Children learn respect and appreciation for culture and country.

We believe that social learning theory supports a play-based theory of learning, as children learn and develop from each other, educators, families and more knowledgeable others.

Theorists which support social learning include Bandura, Rogoff and Vygotsky. The sociocultural view of learning has taught us that children develop understanding and skills in social contexts, learning through observing and imitating adults. Social learning theory explores the concept that children are social beings, learning from the environment they are surrounded by.'



Bowen/Collinsville Family Day Care has received their 2024 'Star' of recognition in having an Active Strategic Inclusion Plan.

'The Inclusion Support Program aims to build the capacity and capability of educators to address participation barriers for all children through implementing quality inclusive practices.'

If you would like to know more about Inclusion Support Queensland and what services and support they can offer Family Day Care Educators and families, please visit the link - <https://inclusionsupportqld.org.au/>



EYLF OUTCOMES

1. CHILDREN HAVE A STRONG SENSE OF IDENTITY
2. CHILDREN CONNECT WITH AND CONTRIBUTE TO THEIR WORLD
- 4.1 CHILDREN DEVELOP DISPOSITIONS FOR LEARNING SUCH AS CURIOSITY, CREATIVITY, ENTHUSIASM, AND IMAGINATION

Happy Easter

We would like to acknowledge the Educators in creating engaging Easter activities our educators have created for children to enjoy and to share with their families. Creating Easter craft and activities is a fun way to learn and celebrate this time of year.

Many of the Easter craft and activities create a fun way for children to enhance many developmental abilities such as fine motor, gross motor, hand- eye coordination, social, cognitive, problem solving and more.

Well done to our Educators – the children look like they have enjoyed all your efforts!



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How to get rid of head lice using the wet combing technique

Use this method to check for and treat head lice

5 things you will need:

- hair conditioner
- a wide toothed comb
- a fine long toothed head lice comb
- bright light or sunlight
- tissues or paper towel.



20 Minutes

Conditioner stuns head lice for around 20 minutes and makes hair slippery, making it easier to remove lice from the head.



7 steps to remove head lice:

Work quickly as the effect of the conditioner starts to wear off after about 20 minutes.

Step 1

Generously apply conditioner to dry hair to cover the scalp and the full length of the hair.

Step 2

Untangle the hair with a wide-toothed comb.

Step 3

Put the fine-toothed head lice comb flat against the scalp and draw the comb through each section of hair from the roots to the ends.

Step 4

Wipe the comb after each stroke onto white tissue or paper towel, checking each time for head lice and nits.

Step 5

Comb each section of hair at least 5 times.

Step 6

Wash the hair as normal.

Step 7

Scrub the comb with an old toothbrush to remove any eggs or lice that may be present.

REPEAT. If you find live head lice, repeat steps 1-7 every 2 days until no lice have been found for 10 days.

Wet combing using conditioner should be avoided for at least one day before and after chemical treatment, or as per the manufacturer's directions.

www.sahealth.sa.gov.au/headlice

Public - I1 - A1



This document has been reviewed and endorsed by SQCAG* for consumers and the community January 2016.

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HARMONY DAY

Harmony Day is observed on March 21 of each year. This day celebrates diversity, fosters respect, inclusiveness and belonging and provides an opportunity to learn about new cultures.

EYLF Outcomes –

- 1 – Children have a strong sense of identity
- 2 – Children are connected with and contribute to their world
- 3 – Children have a strong sense of identity



WORLD DOWN SYNDROME DAY!

Some educators held a 'Rock Your Socks' Day to raise awareness for Down Syndrome. World Down Syndrome Day is marked each year on March 21, the date was chosen to identify with the uniqueness of the triplication of the 21st chromosome which causes Down syndrome. Why socks you ask? Because the karyotype of Down Syndrome chromosomes actually look like mis- matched socks!



Lexi from Grow and Bloom FDC attend the Down Syndrome Gala Ball.

**Stop the spread
of illness – if
your child is
unwell, keep
them at home.**

For information about illness and exclusion periods visit -
https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf and
<https://youngdiscoverers.org.au/link/https-www-nhmrc-gov-au-sites-default-files-documents-reports-clinical-guidelines-ch55-staying-healthy-pdf/>

HEALTH REMINDER

When your child is sick...

If you have to give your child Panadol or Nurofen for a fever or 'to get them through the day', you need to keep them at home.

If your child has a hard cough, constant runny nose, sore throat or swollen glands, don't send them to preschool or child care.

To ensure the safety of your child and others, please don't send them to school when they are sick.

HAPPY St. Patrick's DAY



Celebrating different cultures within Early Childhood Education is important for learner identity. Identity is enhanced when children's home cultures are valued in education settings and when teachers are responsive to their cultural ways of knowing and being.



READING AT HOME CHEATSHEET

1. Read to your child every single day.

Let them choose the book at least half the time. Be excited about reading to them. Don't treat it like a chore, make it enjoyable!

2. Read the pictures too.

Strong comprehension skills can be built from noticing and understanding the details in the illustrations. Sometimes before you read you can do a "picture walk" where you just look at the pictures on each page and talk about what they mean and what you think the book will be about.

3. Point to each word as you read.

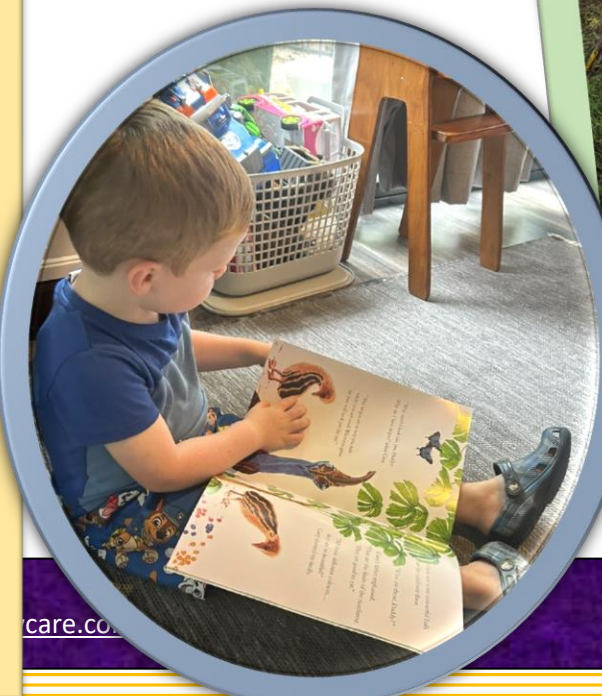
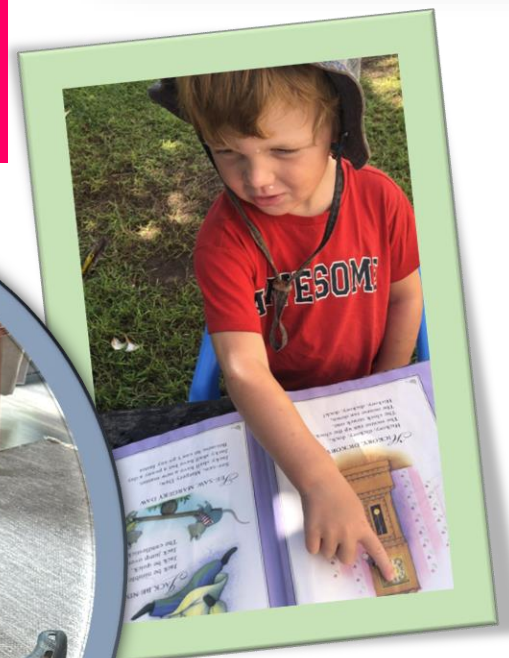
You don't have to do it every single time you read a book to your child. But sometimes as you read, point to the words as you go. Slowly and deliberately pick up your finger and move it to each word. (Don't slide under) This simple act teaches your child so much: text carries meaning, words are made up of letters and separated by spaces, we read on word at a time and we need to say exactly one word for each word that is there. It also introduces concept of one to one correspondence when your child starts reading on their own.

4. Take turns "reading".

When your child has a book memorized and knows what comes next, start leaving sentences hanging and let your child read the last word or phrase. For example, if you're reading Goodnight Moon for the 10th (or 100th) you could read "Goodnight" and let your child use the picture clues and their knowledge of the story to complete the sentences.

5. Start playing with letter sounds.

Knowledge of letter sounds is going to be crucial for your child to learn to read. This is a great time to start introducing sounds at home and playing some fun letter sound games. I'll share some letter sound tips and games in stories in a little bit and I'll save it as a highlight if you're reading this later.



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Recipe Idea - Cheese and Vegemite Scrolls

4 sheets puff pastry, thawed

1/4 cup Vegemite

3 cups grated tasty cheese

1 egg, beaten



Step 1

Preheat oven to 220°C. Line 3 baking trays with baking paper. Place pastry, 1 sheet at a time, onto a chopping board. Spread Vegemite over pastry.

Sprinkle cheese over Vegemite.

Step 2

Starting from the edge nearest you, roll up pastry, 1 sheet at a time. Be careful not to roll the pastry sheets too tight.

Step 3

Cut each roll into 12 equal portions. An easy way to do this is to cut each roll into quarters, then cut each quarter in 3. Brush pastry scroll tops with beaten egg.

Step 4

Place scrolls, cut-side up, onto baking trays, allowing room for spreading. Bake for 15 to 20 minutes or until pastry is golden and cheese is melted.

Sustainable craft idea - Nature Crowns

You'll need -

- ➔ Flexible Cardboard
- ➔ Masking Tape
- ➔ Glue/Stapler
- ➔ Leaves, bark, twigs, flowers etc.



Step 1. Gather nature resources.

Step 2. Measure head size, cut a cardboard strip to circumference size

Step 3. Have the children create their crowns! Glue/staple nature items around crown.

Step 4. Tape/Staple into circle crown shape.

Step 5. Allow crown to dry and wear!

N.B For twigs and bark, you may need a hot glue gun for the material to stick successfully to the cardboard.

Feeding advice to support young children to learn to eat and enjoy vegetables



The Issue?

6%

Only 6% of Australian children aged 2-17 years of age eat the recommended amount of vegetables.



Poor acceptance of vegetables is a key reason for low intake.



The first years of a child's life are critical in developing a liking of vegetables.



There is opportunity to strengthen current feeding advice to encourage liking of vegetables in the first years of life.

The Advice

Using a robust scientific approach, two advice statements have been developed:

1

Repeated Exposure

For young children it can take time to learn to like a new food, including vegetables. Keep offering vegetables, even if rejected. It may take 10 or more times before a new vegetable is liked.

2

Variety

Help children learn to like and eat vegetables by offering a variety of vegetables everyday as part of snacks and main meals.



Remember:

Only a small amount of vegetables each time is needed to build acceptance, equivalent to the size of a 10c piece. It is important that carers and parents remain neutral when vegetables are rejected.

Key Actions for Stakeholders

Advice statements



Government

Advice statements can inform the development of future feeding guidelines and practical resources (e.g. educator guides for dietary guidelines).



Stakeholders

Healthcare practitioners and researchers can use these advice statements when advising carers of children.



Carers of children

Implement the advice provided by stakeholders to increase children's liking and intake of vegetables.



Acknowledgement to Country

Wadda Mooli

We acknowledge the traditional custodians of the land upon which we work and live, the Juru people of the Birri Gubba nation, and recognise their continuing connection to land, water and community.

We pay our respects to Elder's past, present and emerging.

