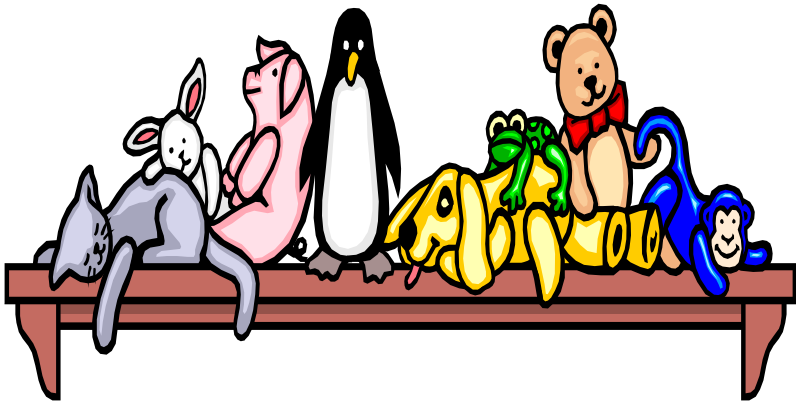


WELCOME TO THE BABY ROOM



GREY WARD CHILDREN'S CENTRE
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Updated 2019

Grey Ward Children's Centre

Philosophy

We strive to enrich the lives of the children, families and staff involved within the Centre.

We acknowledge that each child is a unique individual, belonging to a family within our culturally diverse community.

We acknowledge that each child and family brings its own language, customs and beliefs into our Centre, which enrich the life of the Centre.

We provide a warm, stimulating and challenging environment, which responds to individual learning styles, developmental needs, interests and personalities within a caring community.

We extend the nurturing practices of the family, including encouraging children to eat nutritionally balanced meals and snacks and we welcome close parent involvement with their child in the Centre.

We recognise the competencies of children and present opportunities through play in which they can build confidence to approach new experiences and develop life skills.

Welcome

Hi, my name is Jessica (but everyone calls me Jess).

I was born and raised in Adelaide, coming from an Italian background. I graduated with my Diploma in Children's Services in 2013 and in August of the same year I was lucky enough to be employed by Grey Ward in the baby room. I have worked in early childhood settings for 7 years.

I enjoy musical experiences with the children, focusing on creating action songs and playing instruments. In my free time I enjoy spending time with my two border collie dogs who keep me busy! I have a passion for music and song. **#*Fun Fact #*** Jess and Chelsea studied their Diploma together in 2011 at Regency TAFE.

Hi, my name is Chelsea.

I am one half of the leader team in the Baby room. I currently hold my Diploma in Children's Services, graduating alongside Jess in 2013. I began working at Grey Ward in August 2013 where I spent 12 months as a relief Educator before gaining my leadership position in Babies in August 2014. One of my greatest passions is to provide creative art experiences to children and watch as they create their own masterpieces.

We look forward to building a relationship with you and your family

Health and Hygiene

We do our best to keep illness at bay by regularly disinfecting equipment, using gloves etc and by having the Centre professionally cleaned each night.

Unfortunately, having children together who come from different daily environments means that germs can be brought into the Centre. Some illnesses may require you to pick up your child (see Centre's sick policy).

At this age, due to the gradual build-up of natural immunity, you may be required to keep your child at home or pick them up more frequently than when they are older. In the event you cannot collect your child it is a wise idea to have some support from other family members, friends, neighbours or even Family Day Care.

The Centre supports the use of immunisations as a control measure for childhood diseases. The enrolment form provides a section for you to verify your child's immunisation status. This information is regularly updated when your child moves from room to room as a new enrolment form is required to be filled out with each move.



Communication

We seek to establish open and honest communication with all families. Communication is very important when caring for your child, as the more at ease you are with the educators, the more at ease your child will be.

We have implemented many strategies for enhancing open communication:

- The educators work opposite shifts so that you will always see someone from the Baby Room.
- Through the daily communication sheet.
- Daily written routine.
- The newsletter.
- Through noticeboards.



Our primary aim is to establish daily conversations with you at the beginning and end of the day so that we can share your child's day with you.



Behaviour is Communication



Your child will be one of a group of 8 children with 2 qualified, fulltime, educators.

We recognise that a single room, accommodating the developmental needs from 6 weeks to 18 months must not only be safe, but flexibly furnished and well resourced.

The role of educators is not one of managing behaviour but of recognising and responding to the child's communication, therefore meeting their needs. For example, a crying child may be saying that they are tired, hungry or just need a cuddle. A child who may be pushing other children may be saying they are tired, or need more space, or may be saying that there is not enough equipment out for sharing. Deciphering this communication allows educators to respond in a caring, understanding and fair manner.

Nappies



While at the Centre, Huggies disposable nappies are provided. If you would prefer to use cloth nappies while your child is with us, you will need to supply them along with nappy fasteners, pilchers etc.

Sleep



In the Baby Room, we will follow your child's natural sleep patterns and will seek information from you as to their sleeping preferences and habits, at enrolment time.

Some children are wrapped, others like to be patted to sleep, while some prefer to be left with a soft toy, knowing that someone is close by.

Settling In

A settling in time is essential for us to begin to establish ways in which families and educators can plan effective and appropriate ways of managing separation. As part of the settling in time, you and your child will be introduced to, and will work with, the Baby Room team.

At this time, you will share information as to your child's daily schedule including sleeping and mealtime preferences, and devise strategies that will ease the transition from home to Centre life. We know that

separation can be stressful for both children and parents, consequently we seek to alleviate the stress through careful planning.

Prior to commencement, we strongly encourage that you visit with your child for a short time, giving your child a chance to explore the environment with the security of knowing that you are around. As we have already said, it is important for your child to see that you are relaxed and comfortable with the educators and the environment. There are no hard and fast rules as to the number and length of the visits. This will depend on your child's needs and the time that you have available. It may be that other adults important to your baby could also bring them in for visits.

It is also a good idea to keep your first few visits short e.g. morning tea, lunch time, sleep time, play time, from 1-3 hours. This will give your child the best opportunity to settle in. The educators will discuss this with you at enrolment time. Rest assured that if your child has initial difficulty in settling, we will contact you to seek your opinion on how best to alleviate any problems. It is important to remember that the educators at the Centre do not try to replace you while you are gone. They are professionals who are here to support families with the intentions of obtaining the best outcomes for children.

Separation from you during the day can be one of the most stressful parts of your child's and your day. Rest assured your child will settle in. The more practice children have at separating from their parents/caregivers, the easier it becomes for both parents and children. The practice reassures them that you will return for them. From this notion they will find security. Your child will build a relationship of trust with the educators, and separation will be easier for all.

We encourage you to bring significant 'things' from home that will reassure your child that all is well. These can include any security toy, special books to share and even photographs of your family.

Family Participation



We acknowledge that as parents you are very busy, however we ask that you take a little time to learn about the curriculum in the Baby Room and share any ideas with our educators.

We organise an 'afternoon tea' each term to share the children's learning with their families. Grey Ward Children's Centre is a community-based centre, and as such is managed by an elected parent committee. Please feel free to attend the Annual General Meeting and/or volunteer to help at the Centre.

Please feel free to visit the Baby Room at any time

Curriculum

The focus of the curriculum is about quality interactions and building positive relationships between your child and the educators. These relationships are built even when attending to your child's daily needs, such as nappy changing time, and feeding times.

With reference to the curriculum document Belonging, Being and Becoming (BBB), the Baby Room educators discuss the learning journey of each child and formulate different experiences for individual children, to encourage and enhance their overall learning. This written curriculum is placed in a prominent position within the room. We encourage you to read the curriculum and participate by offering ideas and suggestions. Please feel free to talk with us about your child. A conference may be arranged for more in-depth conversation.

Routine

The routines within the Baby Room are not only designed to accommodate your child's needs but to also provide reassurance to your child that their needs are understood. It is difficult to say to hungry and tired children that lunch will be ready in a few minutes, as this is often meaningless to them. However, we can reassure each child by helping them wash their hands, put on a bib and sing songs. In this way, through routines, we help them understand that their needs are being acknowledged. This way the children understand that their needs are respected and will be responded to.

In the Baby Room we try to work closely with your child's home routine, but sadly sometimes, due to the nature of group care, this is not always possible. To make things easier we suggest that you write down your child's routine for us to follow until we get to know their cues. This will support us in our efforts to build a trusting relationship.

Breast Feeding

We encourage mothers to continue to breast feed and we will discuss with you, ways in which we can accommodate this e.g. contacting you when your baby is hungry, providing a quiet space etc. Please do not hesitate to discuss your needs with us.

Bottle-Feeding

At enrolment time, we will discuss your child's bottle-feeding needs. We ask that you bring sufficient, clearly labelled bottles for your baby each day, and place them in your child's named container in the refrigerator. Educators will return the bottle to the container so that you can see how much your baby has taken during the day. We ask that you take the bottles home each day for cleaning. Educators use feeding time to build a warm and trusting relationship with your child.

Meal Times

Meal times and snack times are not only a time for refuelling the body but also a social time, accompanied with rituals and routines. The Baby Room has low chairs for the children unable to feed themselves and small chairs at the table for more able children.

All food is prepared at the Centre by the cook. A menu is displayed in the front foyer and in the room. A record of your child's eating is included on a daily communication sheet. The educators will seek information as to the timing of introducing new foods to your child. The Centre has a nutrition policy, which you can access in the policy folder in the front foyer.



What to bring each day

- ❖ Security toy, dummy, blanket etc.
- ❖ Sufficient prepared labelled bottles of formula (cow's milk is provided)
- ❖ Two pieces of fruit for morning and afternoon fruit snack (no grapes or apples)
- ❖ Labelled spare clothes
- ❖ A sun hat to be left at the Centre

What do you need to do each day

- ❖ Place labelled bottles and dummies in your child's container in the fridge, fruit in fruit bowl on table.
- ❖ Place your child's bag or items in their named basket in the bathroom.
- ❖ Sign your child in.
- ❖ Discuss any concerns with staff, including any medication.
- ❖ Enjoy some time with your child in the room and leave knowing that your child will have a happy day with us.

Babies' Routine

7.45am	Staff arrive and set up the room as per curriculum and joins Junior Kindy to greet families on arrival.
8.15am	Educator and children move to Babies Room for play
8.30am	Support Educator joins Babies Room
9.00am	Nappy changes and hand washing
9.20am	Group Time (Welcome & Music) & Fruit Time (bottles)
9.30am	Educator supports sleeping children
10.00am	Educators take 10 min breaks
10.20am	Fitness - Outdoor play
10.45am	Nappy changes and hand washing
11.00am	Group Time (Literacy) & lunch
11.30am	Educators support sleeping children
12.00pm	Educators take lunch breaks with support staff
1.45pm	Nappy changes and handwashing
2.00pm	Group Time (Maths) & Snack (bottles)
2.30pm	Educator supports sleeping children
3.00pm	Educators to take 10 min breaks
3.30pm	Outside Physical Play
4.00pm	Nappy changes and hand washing
4.30pm	Staff say good bye
4.30pm	Support staff attend if needed
5.00pm	Free play
5.30pm	Pack up and join Junior Kindy Room
5.45pm	Centre is closed

Who we are

Grey Ward Children's Centre is an Integrated Service, catering for families with children from 6 weeks to 5 years of age. The Grey Ward Children's Centre was the second Kindergarten to be established in Adelaide in 1908. It was developed in the image of Lillian de Lissa who began training teachers in 1907 in a cottage at Franklin Street.

Grey Ward Children's Centre was the first Nursery School established in Adelaide taking children from 2 years of age. Today, it is a non-profit, community-based organisation that is managed by an elected Management Committee consisting of interested parents and staff. The Centre also has a Service and Funding Agreement with the Department for Education and Child Development (DECD) to provide sessional Kindergarten to eligible 4-year old children.

Contact Us

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