

# Nursery

## INFORMATION BOOKLET



**GREY WARD CHILDREN'S CENTRE**

Updated 2019

# Table of Contents

Grey Ward Children's Centre Philosophy .....	<b>3</b>
Welcome .....	<b>4</b>
Session Times .....	<b>5</b>
Arrival / Departures .....	<b>6</b>
Communications .....	<b>7</b>
What to bring to Kindy .....	<b>9</b>
Behaviour Guidance .....	<b>10</b>
Curriculum .....	<b>11</b>
Transition .....	<b>13</b>
Routine - Morning .....	<b>14</b>
Routine - Afternoon .....	<b>15</b>

# 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 Siobhan**

I have a Bachelor in Early Childhood Education and have over 14 years of experience working in early childhood settings.

I started at Grey Ward Children's Centre in 2007 and have had various roles in all rooms as a permanent Educator. I share the role of Lead Educator with Cara from Monday to Wednesdays.

## **Hi, my name is Cara**

I moved to Adelaide from the sunny State of Queensland in 2013.

I have a Diploma of Children's Services (currently studying a Bachelor of Early Childhood Education) and over 8 years of experience in Early Childhood settings. I started at Grey Ward Children's Centre during 2013 where I share the role of Lead Educator with Siobhan.

# Communication

We seek to establish open and honest communication with all parents. Such communication is very important when caring for children, as the more at ease parents are with the staff, the more at ease the children will be.

There are many ways for us to work together:

- chats at arrival and when leaving the Centre, and
- through the diary, the newsletter and through the whiteboards.

Although there are many ways, we seek to establish daily conversations with you so that together we can share your child's day.

# Parent Participation

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

We organize an 'afternoon tea' each term to share the children's learning with their families.

Grey Ward Children's Centre is a community based centre, as such is managed by a parent committee.

Please feel free to attend the Annual General Meeting and/or volunteer to join any of the incursions and excursions.

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**Please feel free to visit the centre at any time**

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# Settling In

To encourage a smooth transition from the home environment, we encourage you to visit the Centre prior to starting care. These visits need only be for approximately ½ an hour a few times close to the starting date of care.

The purpose of this is to alleviate some of the separation anxiety which may be experienced by your child and yourself. We also encourage you to make a family photoboard that we can share with your child if they become distressed.

Separation anxiety is a normal part of a child's development. As each child is individual, so is separation anxiety. Some children will experience distress and cry, others will settle in as if they have always been here. Some children will be very excited for the first two visits and then cry after the third visit. This is all normal. It takes about 6 – 8 weeks for a child to adapt to their new surroundings and to realise that you will come back each time. The more often they attend, the quicker they adapt.

During this time of separation, talk with the staff about different strategies that can be used to make sure that this transition is as smooth as possible. The one thing we do ask is that you say 'Good bye' to your child and then leave, even if they show signs of distress. Coming back only confuses your child and causes them unnecessary stress. Please ring the Centre as often as you like to find out how your child is going.

Parents also experience separation anxiety so please do not hesitate to talk with staff about your feelings. The staff at Grey Ward Children's Centre are highly skilled and experienced in offering support and professional advice.

# What you need to bring each day

- ❖ A bag.
- ❖ 2 Pieces of fruit for morning and afternoon tea. This is to be placed in the basket on kitchen bench.
- ❖ At least one complete change of clothes, named please.
- ❖ At least two changes of clothes if toilet training.
- ❖ Any comforters that may be required at sleep time.
- ❖ Bring a labeled legionnaires hat for your child. This can stay in your child's tray. Please refer to the Sunsmart Policy in the Parent Handbook or the Parent Policy Folder in the foyer.

# Arrival and Departure each day

- ❖ Sign your child in/out.
- ❖ Place your child's bag on the hook in the Nursery Room.
- ❖ Place bottles, comforters and medicines in your child's tray or labeled in the kitchen fridge.
- ❖ Discuss any concerns with staff, including any medication. Please fill out appropriate forms, just ask staff.

Please note that the children's bags are kept at child level so **please ensure all medicines, creams or food etc. are kept in your child's tray or the refrigerator.**

# Sleep

In the Nursery room, we will follow your child's natural sleep patterns. We will seek information as to their sleeping preferences and habits at enrolment time.

Some children like to be patted to sleep while others prefer to be left with a soft toy, knowing that someone is nearby.

Please bring your child's comforter for sleep, e.g. favourite teddy, comforter etc. If your child does not have a sleep, quiet activities will be provided.



For more clarification on any matters please don't hesitate to ask



# Play Philosophy

We believe that children learn through play and that toddlers develop these play skills through exploring and experimenting in their environment.

They will crawl under, around and over objects and furniture, and will manipulate, push, pull or handle anything they see. They will pour water, put things into containers and take them out again, stretch the stretchable and bend the bendable. They will transport things in prams, wagons, trucks and will rarely be seen carrying nothing at all.

Choice is provided by the 'help yourself shelf' and is done in the child's own time with as little or as much effort as is necessary. Such experiences can take anywhere from 5 seconds to 5 – 10 minutes.

# Structured Play Experiences

During your child's busy day of exploring, manipulating caring, sleeping and toileting, there are times spent with adult directed/guided experiences. These are experiences the staff have planned through observations of the children.

Each week the staff have curriculum planning time which enables them to plan and evaluate previous plans and experiences. We base our curriculum on the individual needs of the children. That is, experiences are devised to develop the interests, and abilities of the individual child. There are also experiences planned for the development of the whole group. If you have any questions about the planning process or your individual child's learning plan, please see the staff.

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**The Nursery choice of activities includes age appropriate challenges, spontaneous play, planned experiences, group times, paint, paste, music, movement, running, climbing, balancing, water and sand play.**

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# Behaviour is Communication

## Toddlers

- ♥ Are active explorers, never still but not completely in control of their movements.
- ♥ Are learning that they can do things for themselves and that they have the power to say 'No'!
- ♥ Like to test the limits.

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**If their behaviour threatens the safety of themselves or others, physical intervention is appropriate, e.g. catching a child who is about to jump on another, or hit another with a block**

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Some strategies for working with toddlers:

- ♥ Distraction of the younger child – with a new object, song etc.
- ♥ Positive redirection – 'Keep the sand in the sandpit', 'Ride the bike on the pathway', 'Let's make a tower with the blocks', 'Show me how you jump on the mat'.
- ♥ Give the child choices, and respect their choice – 'Do you want to play with Lego on the mat or ride the bike on the path?' (asked of the child who is riding a bike on the construction mat where children are quietly playing).

# Curriculum

*'Early childhood is the foundation on which children build the rest of their lives. But it is not just a preparation for adolescence and adulthood; it has importance in itself.....Young children learn from everything that happens to them and around them; they do not separate their learning into different subjects and disciplines. Children learn most effectively through actions, rather than from instruction. Children learn best when they are actively involved and interested. Children who feel confident in themselves and their ability have a head start to learning.....What children can do rather than what they cannot do is the starting point in their learning. Play and conversation are the main ways by which young children learn about themselves, other people and the world around them. Children who are encouraged to think for themselves are more likely to act independently', (Sir Christopher Ball, 1994, The Foundation Areas of Learning).*

In addition to addressing the Centre philosophy, programming in the Nursery follows The Early Years Learning Framework for Australia: Belonging, Being and Becoming. This document is produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments and has been designed as a guide for teachers to use in their work with children from birth to 5 years.

Our curriculum is designed to encourage the children's independence and responsibility for their own actions. This includes toileting, looking after their own belongings such as shoes and jumpers, finding and putting on their own hats, packing up etc. We also place an emphasis on endeavouring to encourage considerate social skills such as respect and thoughtfulness. This encouragement can be strengthened through support from home.

**For more detailed information please see Siobhan or Cara.**

# Health & Hygiene

- ♥ Children are encouraged and assisted to wash their hands and faces prior to and after eating.
- ♥ Tables are cleaned with disinfectant before and after snacks and as needed.
- ♥ Spills are wiped up immediately.
- ♥ Children to sit when eating and drinking.
- ♥ Children are always supervised when eating and drinking.
- ♥ Toys and resources are washed/disinfected when changed according to program.
- ♥ Sheets are washed weekly or as necessary.
- ♥ Nappies are changed 3 hourly or as necessary.
- ♥ Nappy change mat is disinfected after each nappy change.
- ♥ Nappy change room bench top is cleaned as necessary and general daily clean up 12.30pm.
- ♥ Children are encouraged and assisted to wash their hands after using the toilet.
- ♥ Safe Toddler appropriate toys and resources are offered for use.

# Nursery Routine

<b>8.15am</b>	Staff collect Nursery children from Junior Kindy room and engages in small group experiences in the Nursery Room.
<b>9.15am</b>	Educators provide a planned music experience.
<b>9.30am</b>	Fruit time and staff begin nappy changes.
<b>9.45am</b>	Literacy group time
<b>10.00am</b>	Big yard play for the children. Staff set up beds and lunch in room or small yard.
<b>11.10am</b>	Nappy changes and Yoga.
<b>11.30am</b>	Lunch.
<b>12.00pm</b>	Children go to bed for sleep/rest.
<b>12.30pm</b>	uring sleep period, staff write up charts, check sign in sheets and set-up the small yard etc.
<b>12.30pm</b>	One rostered staff lunch
<b>1.15pm</b>	One rostered staff lunch
<b>2.00pm</b>	Children awake Staff dress/change nappies, put beds away (change them for next day) and small yard experiences.
<b>3.00pm</b>	Afternoon fruit and snack
<b>3.30pm</b>	Big yard play for the children.
<b>4.30pm</b>	Programmed experiences for the children. Change nappies for home time.
<b>5.30pm</b>	Pack up Nursery room. Children go to Junior Kindy Room.

***Please note*** this routine has some flexibility to effectively meet the needs of the children according to factors such as weather and numbers of children.

## 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

253 Wright Street  
Adelaide SA 5000

Phone: 08 8231 9195

Email: [debbie.mclean480@schools.sa.edu.au](mailto:debbie.mclean480@schools.sa.edu.au)

Web: <http://greywardcc.sa.edu.au/>



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