

Welcome to the Hibiscus Room



Hi and Welcome to the Hibiscus Room

This booklet includes details on what we do in the Hibiscus Room.

We hope this will help you and your child settle in at Baringa.

In this booklet, you will find:

- Educators list
- What to bring (and what not to bring!)
- General Information
- Hibiscus Room Daily Routine
- 2020 Transitions
- Child information sheet - We would appreciate if you could fill and return the 'Child Information sheet' promptly so that we have a further understanding of your child and how we can take the best possible care of him/her. All information shared will be kept confidential.
- Baringa Childcare Philosophy

More detailed information is available on our website

<http://www.baringachildcare.com> and we encourage you to familiarise yourself with the website as we try to keep it up to date.

If you have any further questions, please ask one of our friendly educators.

We hope you have a great year with us.

Regards,

Hibiscus Family

Meet our Hibiscus Room Team



Vicki has been at Baringa since 1996. Vicki is the Team Leader of the Hibiscus room and has her Diploma in Early Childhood Education and Care.



Danielle worked with Baringa a few years ago and has returned in 2020. Danielle is a part time Educator in the Hibiscus room and is studying her Diploma in Early Childhood Education and Care.

What to bring...

- A spare change of **LABELLED** clothes (including pants, undies, socks, jumper, shirt and shoes). If your child is toilet training, please bring up to three changes of clothing.
- Winter clothes e.g. a hat or beanie and a jacket
- Summer clothes e.g. a sun hat & short sleeved top
- Any on-going medication (marked clearly with their name)

What not to bring...

Please **DO NOT** bring in any toys from home, as it can be distressing for your child if they are lost, broken or misplaced. 'Home toys' will be placed in a box on the front bench for collection. Attachment items are acceptable for rest time only (i.e. their teddy and/or blanket)

General Information

• Please label **ALL** your child's clothing items. Any unlabeled items will be placed into the lost property basket located on the bench as you enter the Centre.

• If your child is being picked up by anyone other than their parents or legal guardians, you are required to complete & sign a pick-up form ('one off' or 'on-going' forms are available on the website or upon request). Please confirm that morning during drop off or by phone later to the Centre if another person is picking up your child. If staff are unfamiliar with them, the staff will ask to view photo id to confirm their identification.

• If you wish to spend time with your child in the Centre, it is more beneficial if this is done at pick up time. It is recommended that you keep morning drop offs brief, but we ask that you always say goodbye to your child when leaving them.

• If your child needs medication, (including antibiotics, medicated creams, eye drops etc.) you must fill out and sign a medication form. Medication must be given to an Educator for appropriate storage.

If your child has allergies & has an Action Plan, please bring it with any medication eg EpiPen, ventilators and diffusers clearly marked with their names. Please ensure that we have current medication

• QKEYLM is an online program that we use to record your child's activities and progress throughout the year. A Username and instructions will be given to you upon your child's enrolment.

Hibiscus Routine

Arrival time (7:30am)	Arrival at Baringa We arrive at Baringa in the Hibiscus room. During this time, activities chosen by the children will be out to play with.
8:55am Wednesday (alt 1), Thursday, Friday	Preschool Drop off. An educator will walk the children to Spence Pre-school.
9:15am-9:30 am	Inside pack up All children are to pack up inside
9:30am	Checking Numbers and iPads Check the online bookings, and make sure every child is signed in.
9:35am	Morning group time Roll call. Say good morning to all the staff and children. Go through days of the week, numbers, months of the year etc.
9:45am-10:15am	Progressive Morning tea Progressive morning tea. The children have the option of playing with "Sit down" activities or to eat morning tea. Those who choose to play are encouraged every 5-10 minutes to eat.
10:15am – 11:20am	Inside/outside play Children are to take the appropriate measures if they choose to go outside. If they choose to stay inside, they can play with the already provided sit down activities and couple more activities of their choice.
11:20am – 11:30am	Inside pack up. All children are to pack up the toys which they have been playing with.
11:30am	Everyone comes inside Children are encouraged to have a drink of water on their way in and put their hats in their bags.
11:30am-11:50am	Lunch Group time The children are asked kindly to sit on the mat for roll call. Children who are not hungry can do a quiet activity; however, they're reminded every 5 minutes to eat some lunch.

<p>11:50am – 12:30pm</p>	<p style="text-align: center;">Progressive Lunch time</p> <p>The children are to wash hands and sit down for lunch while they have “Quiet” activities to play with at the tables. Lunch time is progressive. A staff member is sitting with the children who are playing, while they set up pillows/ blankets/ music and other activities for our quiet time.</p>
<p>12:30pm – 12:50pm</p>	<p style="text-align: center;">Children transition to Quiet time.</p> <p>The children transition to their “quiet/down” time on one of the rugs.</p>
<p>12:50pm – 1:10pm</p>	<p style="text-align: center;">Quiet time</p> <p>The children are encouraged to partake in “quiet/down” time. Between 12:50pm and 1:10pm children may have books and talk quietly. This is to ensure children get a maximum rest.</p>
<p>1:10pm – 1:30pm</p>	<p style="text-align: center;">Inside play</p> <p>Children are encouraged to play as their bodies have re-energized after their rest.</p>
<p>1:30pm – 2:30pm</p>	<p style="text-align: center;">Inside/outside play</p> <p>The children are to take appropriate measures if they choose to go outside. However, if they’re inside they can keep playing.</p>
<p>2:30pm</p>	<p style="text-align: center;">Everyone outside come inside and pack up.</p> <p>Children are encouraged to get a drink of water on their way in. Put their hats in their bags. And then sit on the before they pack up the room.</p>
<p>2:40pm</p>	<p style="text-align: center;">Shoe’s on</p> <p>Children are encouraged to put shoes on ready for the afternoon and pick up.</p>
<p>2:55pm</p>	<p style="text-align: center;">Afternoon group time.</p> <p>All children are encouraged to get a drink of water if they have not and a Roll call is done. Then children can wash their hands for afternoon tea.</p>
<p>2:55pm Wednesday (alt 1), Thursday, Friday</p>	<p style="text-align: center;">Preschool pick-up</p> <p>An educator will pick up the children at Spence Pre-school</p>
<p>3:00pm – 3:30pm</p>	<p style="text-align: center;">Progressive afternoon tea</p> <p>All the children are encouraged to wash their hands if they’re hungry for afternoon tea. If they do not wish to eat right away, they’re reminded every 5 minutes.</p>
<p>3:30pm – 4:45pm</p>	<p style="text-align: center;">Inside/outside play</p>

	The children are provided with the opportunity to play inside and outside.
4:15pm – 4:30pm	Outside pack-up Children are encouraged to partake in packing up the toys outside.
4:30pm – 4:45pm	Inside tidy up The children are encouraged to tidy-up inside.
4:45pm	Children come inside depending on weather. All children are encouraged to get a drink of water.
4:45pm-5:15pm	Group time A roll call is completed. Vegetables are provided for the children.
5:00-6:00pm	Pick-up The children are provided with quiet activities until they're pick-up by their parents or guardians.

Room Transition Policy

Policy Directive: It is intention with this policy to set forward requirments of transitioning children between rooms to ensure a successful transition. Transitions are times where children move between and adapt to different spaces or places and with different educators. Baringa Childcare Centre endeavours to provide children and families with a smooth transiton between rooms to ensure the child is comfortable and supported in their new setting. Transitions occur throughout the year according to availability, age requirements, learning and development needs.

Requirements

- Ensure that transitions are successful by building on the commonality between environments and supporting learning and development in ways that connect with a child and their family.
- Understand that all children are different and respect each child responses to transitions.
- Actively support transitions using appropriate methods such as transition activities and regular visits to the new room prior to start date.
- Encourage all stakeholders to promote inclusive practices with families, children and educators to ensure a smooth transition.
- Team leaders are to review and collate the information provided by families and previous educators to inform future program planning to address the child's routine, strengths, needs and social groupings.
- Create continuity that involves building on children's prior and current experiences to help them feel secure, confident and connected with people, places, events, routines and understanding.
- Team leaders are to ensure that all information including ongoing forms, dietary requirements and additional information are up to date and received by the new Team leader prior to the child's official start date.



Child Information Sheet

Date: _____

Name: _____

**To plan and implement engaging experiences for your child,
we would like to know the following-**

What motivates your child?

What toy/resource do you find your child engaging in at home?

Indoors: _____

Outdoors: _____

What is your child's favourite
song/songs? _____

Does your child have any special
interests? _____

What Nationality is your child? Does he/she speak another language at home?

Health information

Does your child have any allergies / intolerances / dietary requirements?

Does your child require a sleep during the day? If yes, does your child have any restrictions on how long he/she may sleep for?

Does your child:

- Wear a nappy or pull-ups
- Need reminding to use the toilet on a regular basis
- Need assistance when using the toilet (e.g. wiping, dressing, washing etc.)
- Use the toilet independently

Is there any other information you would like us to know about your child?

Please send through some family photos, as the children love to look at them and it helps us to create and build stronger relationships with them. Please send them to admin@baringa.org.au or attach them here, thank you in advance.



Aboriginal and Torres Strait Islander Perspectives

We work with children to explore concepts related to indigenous worldviews to enrich their understanding of the places in which we reside and to which we are connected. Aboriginal and Torres Strait Islander perspectives are embedded within our daily practice and planning with guidance from local Elders and Yunkaporta's 8 ways of learning.

Being

We strongly support children's right to 'be'. We provide flexible, supportive and inclusive care where children are empowered to be present and deeply engaged in the world around them.

Belonging

We place great emphasis on connection for children and families within our Centre. We acknowledge each child, and each family's unique background, culture, beliefs, prior experiences and skills to form practices that create a sense of belonging.

Pedagogy

Our pedagogy is based on a combination of core values, experiences and professional knowledge about child development and education. We utilise reflective practices to ensure that our pedagogy is relative and effective.

Becoming

We take an active role in recognising and nurturing children's abilities. We support their future success and happiness and aim for each child to develop and realise their potential.

Baringa

CHILDCARE CENTRE

PHILOSOPHY

Dispositions for Learning

We provide learning environments in a way where every child has the opportunity to experience curiosity, cooperation, creativity, persistence and enthusiasm.

Scaffolding

We embed high-quality scaffolding within experiences to promote a deeper level of learning. This support is tailored to meet the needs of each child. Our practice promotes learning that is accessible to all.

Agency

We support the development of independence as each child discovers their abilities to make their decisions and to develop the confidence to explore and make sense of their surroundings. A sense of agency is an important part of a strong sense of identity.

Resilience

We create brave environments that promote perseverance, positivity, confidence and a sense of self-belief thus enabling children to succeed when faced with adversity.

Assessment

Assessment is an essential tool to help us plan for and support children's learning. Through assessment, we collect information to plan effectively, create rich educational experiences and generate pathways for children's ongoing learning and development.

Relationships

We encourage the formation of safe, secure and supportive relationships. We identify that relationships are essential to children's learning thus building connections and promoting the creation of bonds. We value rich, trusting and respectful partnerships with families and the community.

Diversity

We ensure that everyone feels welcome, valued and accepted, irrespective of their age, culture, background or ability. We acknowledge that children learn within their family/community groups and bring their rich knowledge, a range of experiences and identities to their learning.

Play

We facilitate play-based learning to empower children to make sense of their world, develop and explore their interests and ideas, develop curiosity, creativity, and problem-solving skills. Through play, we build relationships, develop social skills and expand language. While engaging in play we support, guide and extend children's learning and development.

Baringa Childcare Centre Local Area Excursion Form

Throughout the year in the Hibiscus Room, the children may go on local excursions. The reason for the excursion will be outlined in the programming for the week. The children will walk if able or alternatively be safely strapped into a pram. We anticipate a maximum of 22 children attending the excursion with a ratio of 1 to 11. The staff attending the local excursion will adhere to the required ratio. There is a risk assessment prepared and filed in the office.

Please sign below and return when you child commences care.

Thank you

I give permission for my child _____ to attend local area excursions.

Parents name:

Parents signature:

Date: