

WINNING DOESN'T ALWAYS MEAN BEING FIRST.
WINNING MEANS YOU'RE DOING BETTER THAN YOU'VE
DONE BEFORE – BONNIE BLAIR



NOVEMBER
2019

Directors report

I can't believe it is December and we are well underway with preparations for the end of year and the beginning of 2020.

Recently we shared a very special moment with our children heading off to school in 2020 and their families, at their Graduation. For some of these families this is their last child leaving Cubbyhouse and it was a very special time as we shared a memorable evening with them all. We make this event a very special one to show how much we have valued our time shared with all our families and the children. Over time we develop a beautiful relationship with each child in our care and a powerful partnership with their families.

We would like to say to all our families at Gosford Cubbyhouse just how much we appreciate all the love that is shared between us all. We are lucky to have passionate and inspired educators here at cubbyhouse that I and the committee value and appreciate each and every one. Every day they amaze me and I am so proud to be at such a wonderful service.

Well that's enough emotion for one newsletter !

This will be my last newsletter for the year and will provide some important dates and reminders. We look forward to welcoming new families and seeing returning families in 2020, don't forget if you know someone who is looking for a fabulous service, don't forget to share our number, or if you are looking for additional days please see me as we still have some vacancies available.

We will be moving to a new APP in 2020. The App is called 'OWNA' and you will be able to log in on your device as normal, however this new app will provide you with so much more information for your child's day all in the one spot. We are so excited to be bringing this to our service and can't wait to share it with you all. We are currently setting it up and will advise you all when it is ready to start, for now we will continue to use the Qikkids Journeys. Once we have transitioned completely and no longer use Qikkids Journeys you will still have log in details to access all the observations and photos that have already been added. These will always be available to you.

Wishing you all a Merry Christmas, Happy New Year and a safe, happy holidays

MAXINE

ONE BOWL BLUEBERRY LEMON POPPY SEED MUFFINS



PREP 15 min | COOK 15 min | MAKES 12

INGREDIENTS

2 eggs	1 cup (100 grams) fresh or frozen blueberries, PLUS extra to decorate
3/4 cup (180 ml) light olive oil	zest and juice of 2 lemons
1 cup (250 ml) sour cream	1/3 cup (40 grams) poppy seeds, PLUS extra to decorate
1/2 cup (85 grams) brown sugar	Lemon drizzle (optional):
1 teaspoon vanilla bean paste	1 cup (130 grams) icing (confectioners' sugar)
1 cup (125 grams) buckwheat flour	juice of half a lemon
1 cup (150 grams) plain wholemeal flour	
2 teaspoons baking powder	
pinch of salt	

METHOD:

1. Preheat oven to 180 C, line a 12-hole muffin tin with papers.
2. Place the eggs, oil, sour cream, sugar and vanilla into a large bowl and whisk to combine. Add the buckwheat flour, plain flour, baking powder and salt and using a wooden spoon gently stir to combine. Do not over mix.
3. Gently fold through the blueberries, lemon zest and juice and poppy seeds.
4. Evenly divide the mixture between the prepared tin. Top each muffin with extra blueberries.
5. Bake for 10-12 minutes or until a skewer inserted removes cleanly. Allow the muffins to cool for 5-10 minutes before placing on a wire rack to cool completely.

To make the lemon drizzle, place the icing sugar and lemon juice into a small bowl and stir to combine. Drizzle over the cooled muffins and top with extra poppy seeds to decorate. Serve immediately.

Kids in the Kitchen

POLICY REVIEW

Thank you to all our families who contributed to our philosophy review. We are currently working as a team to put this together and will display the new version in the foyer.

We are currently reviewing the Illness, Accident and trauma policy. The policy is attached for you to read and forward any reflections.

Vacancies

We have recently had some movement in our attendances and have some additional days becoming available. If you are interested in any additional days please let me know ASAP.

We currently have some vacancies for 2020. If you need additional days be sure to let us know. If you know any one looking for child care please let them know about us, we would love to offer them a centre tour.

A glimpse into our curriculum.

Kangaroos room

The Kangaroos have been investigating engineering and construction. They have been using their play to create amazing creations as well as engaging with different experiences as we embark on an engineering project. We were so excited to welcome Sean Tun, Jacobs dad into our room to share his knowledge on building. Sean brought some tools along and we watched how they are used and what they do. We also watched a short video on building. Thanks Sean we loved it!

We have also been preparing for Christmas and the elf on the shelf has arrived changing his location in our room each day, the children have been trying to find him on arrival. Incorporating our engineering interest we have added a Santa's toy workshop where the children are able to create a variety of things using their imagination, tools and varied materials.

Joeys Room.

The children in the Joeys room have been intrigued in developing relationships. They have been engaging with each other through parallel play, copying and observing role modelling from other children and educators. These skills support the children's development as they explore their language and social skills.

They have displayed an interest in dancing and music requesting songs to listen to, the favourites are Wiggles, Baby Shark and the Animal noises CD. We have been starting our Christmas craft and activities for the end of the year.

The Travelling Music Man

The Travelling Music Man has continued to extend our knowledge on everything music.. we have started singing some Christmas songs using a variety of instruments as we sing.

Fundamental movements

Fundamental movements being implemented, have been continuing to work on complex games with the Kangaroos and the Joeys have been practicing stability, rolling and hand and foot coordination.

ALL SORTS OF SHAPES

Between the ages of two and four years, children typically begin to learn the names of simple 2D shapes incidentally; generally learning about circles, squares and triangles to begin with. We see them in picture books, on TV shows and in everyday life (does anyone else's toddler insist on their sandwiches being cut into a certain shape?)

Build on your child's knowledge by making shapes using items you can find around the house. You could use spoons, paddle pop sticks, paint brushes, pipe cleaners, play dough, strips of paper...



You can support your child in different ways depending on their shape knowledge.

For example: If they are new to shapes you can make them first yourself, or draw them on a sheet of paper for them to trace with objects. If your child's understanding is sound you could teach them new shapes.



ON *this* MONTH

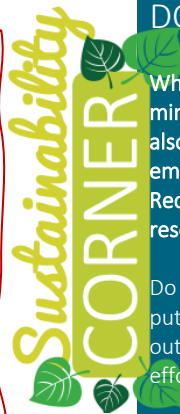
Friday 20th December 2019 – last day for 2019. We will be closing at 6pm for two weeks. Enjoy your rest and have a safe and happy Christmas and New year.

Monday 6th January 2020 – first day for 2020 opening at 6.30 am. Don't forget to label all your child's belongings and bring a drink bottle as we get back into it don't forget your smiles. 😊

NAPPIES FOR 2020

As of January we will be phasing out the current nappies we use and moving to CUB nappies.

There are a few reasons for the transition including availability. Our current provider is in Sydney and now only delivers to the central coast on certain days of the week. We have decided to try the CUB brand nappies as they are readily available and becoming popular within the early childhood settings. If you have any thoughts or questions on this please see myself or Suzanne



DO YOU RECYCLE RIGHT?

When you recycle, you help save important natural resources like minerals, trees, water and oil. You also save energy, conserve landfill space, decrease greenhouse gas emissions and reduce pollution. Recycling closes the resources loop, ensuring valuable and reusable resources do not go to waste.

Do you know what can and cannot be recycled? These items are often put in recycling bins but they don't belong there. If in doubt leave it out. Putting the wrong thing in the wrong bin can ruin your recycling efforts.

Don't put these in your recycling bin:

Plastic Bags: Plastic bags and other soft plastics should be kept out of the kerbside recycling bin. These items such as bread bags and confectionary bags can be recycled in a REDcycle bin, which are located at participating supermarkets.

Crockery and glassware: While broken glasses, plates and ovenware may seem recyclable, they're not. Glassware melts at a different temperature to glass bottles and jars and will contaminate a load.

Polystyrene: Cannot be recycled. Sorting facilities aren't equipped to deal with this material. It can contaminate the paper recycling stream. Small polystyrene beads and pellets are too small to process and again contaminate other recycling streams.

E-Waste: Batteries, mobile phones and printer cartridges not only contaminate recycling streams, but can actually be a health hazard at sorting facilities. These items can be recycled at special drop off points.

Nappies: A surprising number [of nappies] get put into recycling bins. They cannot be processed and are a hazardous material. Anything that is made of composite materials cannot be processed, like Pringle tubes. The technology used cannot break the item down into its component materials.

SBS.com (2019, October 20). Five things that shouldn't be recycled. Retrieved from www.sbs.com.au/news/five-things-you-shouldn-t-be-recycling



EDUCATOR POSITIONS FOR 2020.

Educators moving into different roles and rooms each year is achieved with so much thought. Each year we support our children transitioning into the Kangaroo Room from the Joeys by an Educator they are familiar with, transitioning with them. For this to happen we need to make some changes that are in the best interest of the team valuing each team's members strengths, hours worked and of course relationships with the children. With all that taken into consideration the roles and rooms are below.

- ✚ Suzanne will be back in a room in a minimum of 3 days a week and support the office two days a week.
- ✚ Peta will remain Educational leader with responsibility of our Curriculum
- ✚ Bree will move to a new role as Outdoor Educator. This will entail organising all excursions, a bush kindy, and the outdoor areas for both rooms. Bree will continue to also float in the rooms to maintain ratio, cover programming and lunch breaks.

JOEYS

DAYS WORKED

KARRINA – CERTIFICATE III	(MONDAY – FRIDAY)
ELLIE – DIPLOMA	(MONDAY – FRIDAY)
MEAGHAN – CERTIFICATE III [WT DIPLOMA]	(MONDAY – FRIDAY)
ASHLEY – DIPLOMA	(MONDAY – FRIDAY)
SHARIEL – WT CERTIFICATE III	(MONDAY – FRIDAY)

KANGAROOS

DAYS WORKED

PETA – EARLY CHILDHOOD TEACHER	(MONDAY – THURSDAY)
SUZANNE – DIPLOMA	(MONDAY – FRIDAY)
ANNE – DIPLOMA	(TUESDAY – FRIDAY)
CORA – DIPLOMA	(MONDAY – WEDNESDAY)

OUTDOOR EDUCATOR

DAYS WORKED

BREE – EARLY CHILDHOOD TEACHER	(MONDAY, TUESDAY, THURSDAY & FRIDAY)
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The Circle of Security: Roadmap to building supportive relationships

We are excited to be implementing the Circle of security in our practices. We will be doing this by getting our welcome right in the mornings

The Circle of Security is a way of thinking about emotion and behaviour that enables early childhood professionals to look beyond a child's immediate behaviour and think about how to meet their genuine relationship needs.

GETTING THE WELCOME RIGHT – STRATEGIES TO DEVELOP SUPPORTIVE TRANSITIONS.

Arriving:

Educator to parent “Good Morning, Thank you for bringing _____ today, it is always good to see him/her”

Educator to child; “ I’m glad you are here today, we will have a great day. I’m here if you need anything. I will look after you and keep you safe.

Parent to child; “ You are staying here with _____ and she will look after you and keep you safe until I come back”

Going home

Educator to child; _____ is here to take you home, they are going to look after you now and keep you safe, I cant wait to see you next time you come”

“Parent to educator” “Thank you for looking after _____ today and keeping him / her safe

THE TWO ROW BOATS METAPHOR

Imagine two little row boats coming up next to each other and the child steps out of the parent’s row boat and into the Educators. The problem for children is that there is that moment where they have a foot in each boat. And if the boats drift apart they get stuck.

Or when children come in and they are not quite sure whether they are in the school boat or the parent boat, then they are stuck The drop off procedure is a way to help them make that step from one boat to the other.

What we want is for the children to know that the parent and the educator are in charge and they are going to take care of this. The children can need what they need and feel what the feel and be OK. They don’t have to act like they are OK when they’re not, or feel more than they feel, or take charge themselves. We would like the children to experience that there is a clear negotiation where the child goes from feeling secure with the parent , to secure with the educator, and it is pretty seamless.

(Cooper, 2011; Dolby etal, 2013)



News from the committee

Dear parents

Another busy few months!

THANK YOU for a lovely graduation

Firstly, thanks to all our educators, Maxine and Sandra for preparing the lovely graduation party for the kangaroo children that will go to school next year. We have received great feedback about the food, the speeches for each of the children and the evening in general. The children were beaming all night and had a lot of fun too. We know it is hard work to organise all these things whilst having the normal day-to-day operations. So a BIG thank you from all of us schoolie parents to everybody involved!

Thank you messages for staff Christmas cards

If you have any messages for staff, we have now deposited the cards for each staff member in the office. They are located in the office on top of the wooden cube shelf in a black basket. Each card is labelled with a staff member name. We would really appreciate if you find a few minutes to ask your children what they like about their teachers and at the children's and your messages to the cards. Or feel free to email me to president@gosfordcubbyhouse.com.au and I will add your messages.

How do we do? Reminder for our parent survey

What do you like at Cubbyhouse? What does need improvement? Anything you like to see that we are not currently doing? Activities, excursions, incursions? We love to hear your feedback and suggestions? We have set up a quick and easy 5 minutes online survey. To access, please follow the link below:

<https://www.surveymonkey.com/r/GDFJRM>

We would really appreciate if you find some time to complete the survey prior to our Christmas shutdown.

Thanks and best wishes from the Committee.

Britta Wilson
President, Management Committee

HEALTH & SAFETY: Wear Sunscreen

Australia has one of the highest rates of skin cancer in the world. Two in three Australians will be diagnosed with a skin cancer by the age of 70. Sunscreen use is one of five important ways of reducing the risk of skin cancer.

Many people apply sunscreen every day, often over large areas of their body. Cancer Council recommends using sunscreen every day on days when the **UV Index is forecast to be 3 or above**. Sunscreen should be incorporated into your daily morning routine on these days.

When UV levels are below 3 sun protection is not recommended, unless you work outdoors, are near reflective surfaces (like snow), or outside for extended periods.

Sunscreen needs to be applied 20 minutes before going outdoors. When applying sunscreen, you need at least one teaspoon per limb, one for the front of the body, one for the back and one for the head. A full body application for an adult should be at least 35mL or seven teaspoons.

Sunscreen should be reapplied every two hours if you are spending time outdoors and after swimming, sweating or towel drying.

Cancer Council does not recommend the use of sunscreen on babies under six months. The main forms of sun protection for babies should always be protective clothing, hats and shade.

Sunscreen should not be used as the only line of defence against UV. When the UV Index is 3 or above, be sure to protect yourself in five ways by slipping on sun protective clothing, slopping on SPF30 or higher water-resistant sunscreen, slapping on a broad brim hat, seeking shade when possible and sliding on sunglasses.

Always remember to: SLIP, SLOP, SLAP, SEEK, SLIDE.



UV index

The UV Index is a tool you can use to protect yourself from UV radiation. It tells you the time during the day that you need to be SunSmart.

How can I find out the UV index each day?

The Index is reported in the weather page of all Australian daily newspapers, on the Bureau of Meteorology website, and on some radio and mobile weather forecasts.

For smartphone users, the **free SunSmart app** is a great way to check the UV Index when you are out and about. iPhone users can download it at the iTunes App Store and Android users at the Google Play store.

Cancer.org.au (2019, October 20). Sunscreen. Retrieved from <https://www.cancer.org.au/preventing-cancer/sun-protection/about-sunscreen.html>



Just a quick thank you to Brooke Biro photography for our recent photos of the centre and for our fundraising phot event held at the Christmas tree farm. We made an amazing \$175 which is being put into our fundraising kitty to buy new tablets.



Sand Play

There is no right way to use sand. It invites participation; it permits children to make and test hypotheses; it stretches the imagination; it provides a potentially soothing sensory experience; and it is an excellent avenue for children to learn physical, cognitive, and social skills.

Because sand play is open-ended, the child determines the direction and path of his or her own play. This freedom then clears the way for the child to build developmental concepts.

Sand play promotes physical development. Large muscle skills develop as children dig, pour, sift, scoop, and clean up spills with brush and dustpan. Eye-hand coordination and small muscle control improve as children learn to manipulate sand accessories. Sand play also promotes social skills.

When children work together at the sandpit (or table) they are faced with real problems that require sharing, compromising, and negotiating. A group may engage in dramatic play as they "cook," construct roadways, dig tunnels, or create a zoo for rubber animals. As children take on roles associated with their dramatic play, they learn important social skills such as empathy and perspective taking.

National Quality Framework | Quality Area 3:
Physical Environment Element 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Early Childhood News (2019, October 20). Making the most of sand play. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=62

New furniture

We are excited to have achieved a goal this year where we are financially able to replace furniture in the Kangaroo room. We are so grateful to all the fundraising the Committee has achieved this year and to Amy on our committee for the amazing grant she was successful in obtaining through a great application to the Education Dept. The educators have collaborated and decided on some beautiful pieces of equipment. We will be ordering this week and hoping for delivery by the end of January 2020.

Just a massive thanks for all the contributions made and hard work that it has taken to get to this point. This is a great moment to be a part of and I'm happy to be able to of achieved one of our massive goals. Now the fun begins. We will be ripping all the old lockers out of the room and replacing them with much nicer moveable wooden lockers.



Dance time

Short simple activities to get some active minutes in the day.

Dancing makes you feel good, it's fun and a great way to get active. Find some free space somewhere inside or head outside and enjoy the fresh air. Pick a song and turn it up.

You can free dance or take turns with your child making up a dance routine. Add moves together and then put on a show for someone else in the house.