



HANDBOOK



The Margaret Ives Community Children's Centre welcome your family to our Bottlebrush Room. There are approximately 25 children in the Bottlebrush Room each day and our diverse staff team engage in, and role model, respectful communication and supportive behaviours. We believe that relationships are the key building blocks for early development, therefore our Dingo, Possum, Echidna, Platypus and Wombat primary care groups and secondary care system foster nurturing and secure relationships as part of the circle of security. Your child's primary carer will engage in key moments with your child throughout the day to ensure their needs are being met and they will become your main communication point.

TRANSITION VISITS

All transition visits are dependent on the individual needs of each child. Children transitioning from the MICCC Jacaranda Room, will already be familiar with the Bottlebrush Room as they visit regularly for play. They have their 'official' visits organised by both staff teams and families are more than welcome to bring their child for a small play in our room before they go home each day so you can all get familiar with our Bottlebrush environment. New families will have an individual visit schedule created with their child's Primary Carer. If possible, please keep your child's first few days in the Bottlebrush Room short to help them adjust.

COMMUNICATION

As a parent you are the most important person in your child's life, having the greatest impact on their development. Bottlebrush staff are always supporting educator/family partnerships with conversations in person, over the phone or by email. Arrival and departure times are key daily communication moments for staff and families. Our attendance sheets, daily engagement book, newsletter, individual learning profiles and whiteboard also provide points of communication. Lunch, nappies and sleep times are all recorded on your child's daily primary care record. Families are welcome to arrange a meeting with staff to discuss their child's needs and development at any stage.

ROOM ROUTINE

7:30 Centre Opens,
Indoor Play

8:45 Both Indoor &
Outdoor Play

9:15 Fruit Time

9:45 Indoor / Outdoor
Emergent Curriculum

11:15 Group Singing &
Story Time

11:30 Lunch with
Primary Carers
(refer to daily menu
on the door)

12:00 Sleep or rest
(inside in terms 1&4
outside in
terms 2&3)

1:10 Wake Up; Indoor /
Outdoor Emergent
Curriculum

2:45 Afternoon Tea
(refer to daily menu)

5:15 Rooms Combine

5:45 Move To Library,
All Children Collected

6:00 Centre Closes

BOTTLEBRUSH ROOM ESSENTIAL INFORMATION

Please remember to log your child in and out on the IPad as well as marking their arrival on the attendance sheet each day. Please tick the sunscreen column when sunscreen has been applied. Also record collection time and person.

Medication, creams and food must not be left in your child's bag or locker as these are accessible to children at all times. Please fill in the medication book when your child requires prescribed medication and notify staff as they must sight medications, details for administering and the medication authority (see our Medication Policy for more. information).

Encourage your child to walk into the Centre for their own independence and smoother separations.

Bags need to be named and be of an appropriate size to fit the lockers.

Inside your child's bag...

- Labelled spare clothing that is appropriate for the season.
- Lots of underpants and socks when toileting.
- A daily piece of fruit for the shared fruit basket.
- Any bottles, dummy's or comforters if required.
- ***NO toys from home as they can cause tension and conflict, get lost or break.***

ROUTINES

Key routine moments are important learning experiences for children as they provide opportunities for children to further develop their emerging independence and practice self help skills. Our Bottlebrush rituals involve large blocks of time for children to engage in uninterrupted, purposeful play and remain flexible to the needs of the children at all times.

Children sleep and rest on stretcher beds inside during the warmer months and outside during the cooler months, with appropriate heating.

HEALTH & SAFETY

As a Centre we strive to provide a safe and hygienic environment that focuses on the wellbeing of children and staff. As a general principle, children and adults should not come to the Centre unless they are well and able to cope adequately with normal daily routines and activities. Parents should not bring a child to the Centre who has been unwell at home. Our Care of Unwell Children Policy is based on recommendations from 'Staying Healthy in Child Care' in regards to exclusion periods from our Centre.



TOILETING

Toileting is different for each individual, and can become a hygiene issue if a child is not ready. Therefore adults should follow a child's natural interest in the toilet and wait until they have an understanding of being wet or dry, they develop stronger muscle control and are emotionally ready. For some the process is quick and for others it can be a long journey. Accidents are accepted patiently and children are encouraged with lots of positive reinforcement. MICCC encourages families to dress children in flexible clothing that supports their independence with toileting and provide plenty of spare clothing in their bags.

EMERGENT CURRICULUM

Our curriculum emerges from the interests, needs and strengths of the children, and their involvement in the development of our learning experiences and strategies is paramount. The Early Years Learning Framework supports our emphasis on relationships and working in partnerships with families and the community.

By encouraging children's efforts and process rather than praising outcomes, and acknowledging the children's strengths, they see themselves as the competent and independent individuals they are.

We believe children learn best problem solving through play and risk taking. We encourage natural curiosity and a child's right to immerse themselves in their learning by getting dirty and wet in clothing that suits their experiences not necessarily the temperature. Numeracy and literacy is also embedded in our curriculum and daily routines. We aim to extend and enrich your child's learning by providing a holistic approach to learning, encouraging them to explore using their senses and develop an understanding of the world and the relationships they have with their surroundings.

Our program encompasses the whole day including routine and, transition times, quiet and active uninterrupted play, primary care moments and both small and large group experiences.

DOCUMENTATION

Pictures say a thousand words and we aim to capture many snapshots of learning throughout your child's time in the Bottlebrush Room. We will use these snapshots to document their journeys of achievement, development, discovery, relationships and knowledge construction. Individual portfolios are always accessible to the children unless they have been sent home to share with families. Each term documentation will present in your child's learning portfolio, please add your own voice to your child's portfolio so they can revisit it.

Children in this age group are learning how to communicate, share, take turns and express themselves, they can easily become frustrated and show that frustration through many developmentally normal behaviours like biting, scratching and pushing. We encourage children to use protective language and behaviours and work with the children and families to develop supportive and appropriate behaviour strategies when required.

We hope you will enjoy your stay with us and your family will feel a sense of belonging to the Margaret Ives Community Children's Centre. www.margaretives.com.au

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