



QUALITY CARE & EDUCATION
FOR YOUR CHILD

Nursery Booklet



*"we should take the time to cherish them especially
while they are very small"*

Greek orthodox community child care centre

30 Browning Street South Brisbane QLD 4101

phone: 07 32491080

Email: childcare@gocstgeorge.com.au

CENTRE PHILOSOPHY

OUR PHILOSOPHY IS AN INCLUSIVE EFFORT: COMMUNITY,
MANAGEMENT, STAFF, PARENTS AND CHILDREN ALL HAVE
ONE VOICE

We believe that each child is a unique individual in their own right and that their special abilities interests and backgrounds are a very important contribution to the community. We will work with families to provide quality care and an educational program that is based upon the Early Years Learning Framework within a warm, secure and loving environment. Within the environment of care we will promote social, cognitive, physical and emotional well being. We will ensure each child feels love, security and a sense of belonging. Our framework of playing will provide education through a variety of experiences, based upon children's skills, knowledge and understanding.

We strive to work in partnership with families and community.

We critically look at ourselves as educators and evaluate our beliefs and practices.

We view ourselves as an extension of family a place where there is love, acceptance, respect and belonging.

We aim to foster within each child awareness and acceptance of others so that they attach positive feelings to the diversity of people. In turn each child/family feels worthy and accepted.

Education is a lifelong process and encompasses living and learning in the real world.

The journey of the childcare is a combined one with parents, children, staff and community working together.

Through our program we strive to achieve the following outcomes for all children
- to have a strong sense of identity - to connect with and contribute to their world
- to have a strong sense of well being - to become confident and involved learners
and to be effective communicators.

THIS IS WHAT WE BELIEVE AT THE GREEK COMMUNITY CHILDCARE CENTRE

OUR PHILOSOPHY

Group Leader – Assistant Director

Chrissy Conti: "As a childcare educator I strongly value, appreciate and respect each child as an individual. Children are intrinsically curious and learn best when they are encouraged to explore to take initiatives and problem solve, through this process children construct meaning about themselves and their surroundings. Watching a child grow, develop and mature is a rewarding experience and i strongly believe my influence as an educator makes a difference in each and every child's life".

Group Leader

Anastasia Pagidas:

"As an educator I believe that each child is an individual and I strive to foster each child's strengths, needs, interests and personalities. I believe in working with families to create a safe and nurturing environment where everyone feels safe, secure and supported".

Group Leader

Katia Efstathiou: "As an educator I believe that children's vital learning years are between the ages of 0-5 years. I believe that the children are able to adapt to the program and their environment to meet their individual needs. I feel that my role is to be loving, caring, nurturing, patient and to set a good example by using positive interactions between children's, parents and other staff members. I am also a strong believer that child care should be an extension from the home environment, creating a home away from home where the children can learn and grow".

Assistant Educator

Eleni Aristidou:

"I believe that each child is an individual and as an educator I will value and develop each child's strengths, interests, skills, abilities and knowledge to extend their learning. I promise to always cherish and love the children".

WELCOME TO THE 0-2 GROUP

The key is understanding. There is a huge difference, which most people don't realise between patience and understanding. Someone could have no patience with a child, however if they understand them, can be a terrific educator. An educator needs to understand the moral development of the child and the actual level of abilities, which are often misunderstood. A child will not work to meet the needs and expectations of their educator, they work to meet the needs of themselves, and they learn best this way.



EARLY YEARS LEARNING FRAMEWORK

LEARNING OUTCOMES

FOR CHILDREN TO HAVE A STRONG SENSE OF IDENTITY
FOR ALL CHILDREN TO CONNECT WITH & CONTRIBUTE TO THEIR WORLD
FOR CHILDREN TO HAVE A STRONG SENSE OF WELLBEING
FOR CHILDREN TO BECOME CONFIDENT & INVOLVED LEARNERS
FOR CHILDREN TO BE EFFECTIVE COMMUNICATORS

OUTCOME 1: FOR CHILDREN TO HAVE A STRONG SENSE OF IDENTITY

Children feel safe, secure & supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable & confident self-identities

Children learn to interact in relation to others with care empathy & respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children develop a sense of belonging to groups & communities & an understanding of the reciprocal rights & responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible & show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Children become strong in their social & emotional wellbeing

Children take increasing responsibility for their own health & physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT & INVOLVED LEARNERS

Children develop dispositions for learning such as curiosity, cooperation, confidence creativity, commitment, enthusiasm persistence, imagination & reflexivity & resilience

Children develop a range of skills and processes such as problem solving, enquiry experimentation, hypothesising, researching & investigating

Children transfer & adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place technologies & natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts & gain meaning from these texts
Children express ideas and make meaning using a range of media
Children begin to understand how symbols and patterns systems work
Children use information and communication technologies to access information, investigate ideas and represent their thinking

PARENT INVOLVEMENT

We promote an open door policy and welcome all parents at any time of the day to visit us. By participating parents can see for themselves how teachers interact with children to promote learning and growth. Children who see their parents playing a new role find this exciting and a source of pride.

Feel free to express any ideas about the program to your caregivers

Parent involvement is encouraged as we see the wellbeing of your children as a partnership where we work together for the betterment of your child.

STUDENT INVOLVEMENT

We consider our centre as one of excellence and believe in sharing our skills to help cultivate future generations of professional childcare workers. We thus encourage students to gain practical firsthand experience by visiting our centre and assisting us with our programs. Students are always fully supervised and it is always an advantage to have an extra set of hands and eyes around the nursery.

Our excellent reputation has made our centre in great demand so we get students from universities, TAFE colleges and work experience.

We treat our students with the respect that they deserve and would appreciate if you could make them feel welcome as you will often see them from time to time.

HEALTH AND HYGIENE

Babies and young children are very susceptible to any infections to which they are exposed. These can range from minor illnesses such as coughs and colds, through to more serious illnesses such as measles, chicken pox and hepatitis.

While all child care services must adhere to strict health and hygiene regulations and exclusion practices, it is essential that people working with young children take steps to reduce the spread of infection.

The following are important:

practise basic universal health and hygiene precautions - in particular, correct hand washing procedures and the use of disposable gloves.

Have a good knowledge of child care policies and practices, especially in areas such as food handling, nappy changing, hand washing and toileting of young children.

All our staff hold a current First Aid Certificate



NURSERY INFORMATION

Hello and welcome to the Nursery. We hope the time you and your child / children will spend with us will be a time of growth, development, challenge, friendship and happiness for us all.

The following information is a guide to the "ins and outs", the routines and requirements that help us provide the quality care and education for you and your child. It is by no means a substitute for discussion, conversation or just talking between us about issues concerning us all in the care and development of your child, so please feel free to talk anytime.

The centre's objective is "Quality Care and Education" for you and your child. In the nursery we are committed to this objective as educated professionals and as caring people. We aim to provide warm, loving, safe and secure environment that maximizes the optimal growth of your child. In all, a happy place for all to be.

HEALTH

Adherence to the centre's medical policy is of paramount importance in the nursery. This is to protect your child from contagious illnesses which can be particularly distressing for small children who are in the process of developing their immune system. A vaccination program is strongly recommended for the usual childhood illnesses.

FOOD

If your child is on formula please bring the number of feeds already made up in the bottles, (plastic bottles preferred for safety reasons), with teats and teat covers. Please label bottles. If your child is on cows milk please bring a clean empty bottle with teats and teat cover clearly labelled. The centre supplies cows milk.



NURSERY SETTLING IN PROCEDURE

Due to many years experience of settling new children into our daily routine, we have found the following settling-in procedure to be beneficial to all children and their families.

WEEK 1 & 2

Days 1&2

An introduction of approximately 2 hours for the child accompanied by a parent / guardian to become familiar with a new environment.

Days 3&4

Parent / Guardian leaves child for 2 hours and child stays from morning tea. (depending on each individual child)

Day 5

Mother leaves child up until lunch time. (phone if necessary). Parents are invited to stay through lunch to gain insight into the feeding routine.

WEEK 3

TRY SLEEP

As soon as child awakes, parent will be contacted. An early pick up time (around 3pm) whilst settling in shorter days provides a good opportunity for staff and parents to discuss their child's progress.

EARLY PICK UP IS SUGGESTED FOR TWO WEEKS

This is a suggested settling in routine and is by no means rigid in its approach. Your child may settle in earlier or your child may need longer to settle in. This is simply a guide to help during this very important time.

DAILY REQUIREMENTS

- As a parent it is essential that you sign your child in and out, upon arrival and departure.
- 2 pieces of fruit are required from each child, fruit to be cut up and shared amongst the group of children
- Spare clothes ie: two complete changes of clothes (shorts, T-shirts etc), socks with grips and singlets in winter

- Laundry bag for dirty clothes
- Set of PJ's (Summer and winter) for rest time
- A hat is essential we implement the policy of our centre: "No hat, No play."
- A substantial number of nappies: (DISPOSABLES ONLY)
- Cot sheets (fitted and top), sheet bag and blankets in winter
- please ensure all your child's belongings are named clearly
- A big reminder to take the time to read to children what we did today, routines, room notices and any other information regarding your children or the group.

Please make an effort to communicate with staff regarding your child. For example, if your child has had a bad night, was upset or not felling well it is beneficial for staff to be aware so we can help cater to your child's need.

NURSERY ROUTINE

7:30	Children and parents are warmly greeted by staff. Indoor play is set up according to program
8:00	The 2 nd staff member arrives
9:00	The last staff member arrives. Children have free play indoors and outdoors
10:00	Morning tea is provided. (Nappy change / Toilet time)
10:30	Language time; stories; songs and music
10:45	Children now begin to float to the outdoor area. Activities are set up according to the weekly program. Included in this time; art, craft or messy play is provided. (Based in individual or group needs)
12.00	Lunch time (yum...yum...)
12:30	Nappy change/ Toilet training time
12:40 - 2:30	Sleep time
2:30	Nappy change / Toilet time
3:00	Afternoon tea time
3:30	Free play
4:30	Nappy Change / Toilet time
4:50 - 5:30	Pick up time, children begin to go home. Play indoors or outdoors

"Our daily routines are very flexible"

WHY IS BOOK CORNER IMPORTANT?

It is a place to get away from the more active interest areas where they are able to relax in a soft environment and enjoy the wonderful world of literature. Exposure to books and storytelling helps the children to understand that their feelings, fears, questions and problems are not only unique to them. Acquiring a love for books is one of the most powerful incentives for children to become readers. When stories are told in an animated way and with props storytelling can fascinate children as much as their favourite books.

WHY IS COOKING IMPORTANT?

Cooking enables children to explore the world of food first hand. As children melt cheese they learn about science. As they measure a cup of milk they learn about measurement and volume. As they stir different ingredients, knead biscuit dough, they develop physical skills and increase their vocabulary. one of the most appealing aspects of cooking for children is that it is one of the few activities in which they are allowed to do the same thing that adults do. In block corner they make pretend roads and bridges. In home corner they imagine they are parents, teachers, doctors and nurses. In cooking, they have an opportunity to behave just as grown ups do "A rare treat for children"

WHY ART IS IMPORTANT?

Most young children naturally delight in art. They love the process of applying paint to paper and gluing things together. Working with art materials offers children opportunities to experiment with colour, shape, design and texture.

As they engage in art activities, children develop an awareness and appreciation of pleasant sensory experiences which is the beginning of aesthetic development. For young children, the process of creating is what's most important, not what they actually create.

Artwork benefits all aspects of children's development and it's an outlet that lets children convey what they may not be able to say in words. Art is enjoyable and

satisfying for your children. It enables them to learn many new skills, express themselves, appreciate beauty and have fun all at the same time.

WHY IS OUTDOOR PLAY IMPORTANT?

Outdoor play is an important part of our curriculum. When the children are outdoors, they like to run, jump, swing, climb and use all the large muscles in their bodies. They need space to workout and let off steam. They can race around, breathe fresh air, look at the clouds, or catch a ball or a bug. They not only satisfy their physical needs for large muscle activity, but also develop a sense of wonder about the miracles that take place in nature.



WHY BLOCKS ARE IMPORTANT?

Blocks are standard equipment for early childhood classrooms and they are essential to implement the "Creative Curriculum" Block building is important to all the areas of development and gives each child the opportunity to create what they desire, with this open-ended piece of equipment.

WHY IS HOME CORNER IMPORTANT?

Home corner is a very important part of our classroom. The work children do in home corner is called "dramatic play, or pretend play" and it is in this area that the children, make believe about a wide variety of topics

WHY ARE TABLE TOYS IMPORTANT?

Table toys include puzzles, various table blocks and other small construction materials that children can play with at a table or on the floor. It's an activity that children can do alone, with a friend or with their carer. Children grow in all areas of development as they play and manipulate table toys. they also learn many new skills and concepts including:

Sorting and classifying things according to their own categories

Judging distance, direction, right and left, up and down

Describing what they are thinking and doing.

WHY IS MUSIC IMPORTANT ?

Music is such a natural way for children to express themselves. A variety of musical activities including singing, playing with instruments, moving, listening, changing tunes and creating will allow for active involvement in music by the child. Music provides enjoyment ad opportunities for expression regardless of the language spoken or language skills.

The children's musical experience will be enhanced through listening to music from many different cultures. Singing or chanting can help make routine activities and transitions such as gathering children into a circle for a group activity, smoother and more enjoyable.

Music helps to set a mood - Quiet, soothing music calms and relaxes children, while a lovely marching tune rouses them for an energetic clean up time; musical and movement are also social activities that help children feel part of the group. An early childhood program that includes time for music and movement provides an outlet for children's energy and high spirits and benefits their development in a number of ways.

WHY IS SAND AND WATER IMPORTANT?

Sand and Water are versatile mediums that allow for the development of creative abilities, imagination and appreciation and awareness of natural material. The nature of sand and water encourages exploration and experimentation leading to concept formation. Equipment and materials provide opportunity for children to dramatise, dig, tunnel, scoop, mould, fill, measure, pour, load and





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Your Centre our Centre

We welcome our new and existing parents,
families & children to the Greek Community Childcare Centre
*On behalf of the educators of the Greek Community Childcare
we would like to extend a very warm welcome to all our new
parents, children and families.*

*We hope to provide your child with a very high standard of
care and education. Childcare is like a journey for you and
your family.*

*We ask that parents work with us to make this journey very
happy, loving and rewarding for you and your children.*

*In these very changing times our mission is to provide a
happy, safe, loving and secure place for your child to learn,
develop and grow.*

*We value you as parents and believe that you are the most
important people in your children's lives. We identify
ourselves as your extended family and will partner you as you
journey through our centre.*

We look forward to working with you and your family

*Yours in childcare
the educators of the Greek Community Childcare Centre*