



Cairns TAFE Community Child Care Centre

SEPTEMBER 2017

OFFICE NEWS

WORKING BEE

- The centre will have its annual clean-up day on **SATURDAY 9TH SEPTEMBER BETWEEN 8AM AND 1PM**

We are desperately seeking parents to assist staff on the day to help prepare our yard for the upcoming cyclone/wet season. Please sign our working bee roster to let us know what time you are available or alternatively see Barb or Michelle, parents are welcome to come and go at times convenient to their schedules.

Jobs for parents:

- General Yard Clean up e.g. weeding, trimming, raking
- Gernie around building, walls, lattice
- Clean external windows, sills and doors
- Scrub and clean cubby house for a repaint
- Clean out sheds
- Wash outdoors mats

Equipment needed:

- Muscles, enthusiasm, sense of humour
- Garden tools e.g. rakes, secateurs, gloves
- Parents with Utes or trailers to dump rubbish

REMEMBER YOUR HELP AT OUR WORKING BEE REDUCES YOUR MAINTENANCE LEVY PAYMENT.

REMINDERS FOR SEPT

- DO NOT LEAVE YOUR CHILDREN IN THE CAR
- CALL THE CENTRE IF YOUR CHILD IS ABSENT
- Committee meeting 13th September
- Working bee 9th September

EARN AND LEARN

Earn and Learn ends on Tuesday 19th September 2017.

That gives us two weeks to achieve our goal of 3000 stickers.

For every \$10 spent you get a sticker, you can then place stickers in our collection box in the front office and at Mt Sheridan Woolworths.

At the end of the promotion stickers are converted to currency to spend at Modern Teaching Aids, Australia's leading Educational suppliers, this type of fundraiser helps the centre to maintain resource costs and keep fees low, so please bring in as many stickers as you can before the promo ends.

SCHOOL HOLIDAYS

School holidays are from the 18th September to 2nd October, families who are taking holidays can access a special holiday fee, which is half the families normal Gap fee; holiday fees are available for 20 days per financial year, per child and are included in the families allowable absence days.

COMMITTEE MEETINGS
Next meeting to be held
Wed 13th September 2017
at 6pm
in the staff room
ALL WELCOME
Child minding available

Have a
great month
Michelle

DIRECTOR'S NEWS

SPEECH PATHOLOGIST SESSION

We had a great session with Ally from Talk Time on the 29th August, the session was open to families and staff, it was very informative and well received.

The session covered speech and language milestones and areas of concern that Educators and parents can be watchful of, so they can get help early or start corrective practices before the child begins school.

We got lots of hints and tips to improve speech and language in the rooms and at home, Educators were given some great ways to improve and extend on our conversations with the children which ultimately extends their own vocabulary as it gets them thinking, talking and challenging themselves.

From this session, we have provided some helpful brochures available in the foyer and attached to this newsletter.

We are looking at holding another joint session for Educators and families on handling stress, separating work and home, and keeping ourselves mentally and emotionally healthy, so keep your eye out.

OPPORTUNITY TO BE INVOLVED

On the front desk, we now have a **'Staff member of the month'** bucket and a **'Parent Management Committee'** suggestion box.

We encourage families to use these to provide the committee with feedback, ideas, and suggestions and to vote for staff.



UNTIL NEXT
MONTH BARB

Educa Documentation

We would like to apologise for the reduced number of learning stories and observations over the last month. We have had many staff absences, resulting in educators receiving less time off the floor to complete their documentation. We hope to be back on track this month 😊

STAFFING CHANGES

In keeping with our commitment to quality care and improving staff knowledge, the following changes to room educators will be implemented from the start of September and will be reviewed at the end of the year:

Preschool: Cheryl and Kathleen
Toddlers: Karly and Rohana
Nursery: Kathy and Miranda

If you have any questions about these changes please feel free to pop into my office for a chat.

ORAL HEALTH FOR 0-5 YEAR OLDS

Oral Health is essential for health and wellbeing and early childhood is the time when most lifetime habits are established. It also offers the greatest opportunity for prevention of disease that in turn can contribute to better health in adulthood.

Dental caries is one of the most common of all disorders and can occur at any age after teeth erupt. A particularly damaging form, early childhood caries (ECC), is a serious dental condition occurring during the preschool years of a child's life when developing primary (baby) teeth are especially vulnerable. Primary (baby) teeth are important for normal development, function and health. If children lose their baby teeth too early there can be an adverse effect on self-esteem, eating and the position of the adult teeth. The identification of children at risk of oral disease and the detection of ECC at an early age can prevent widespread destruction of the baby teeth and is critical for good oral health outcomes for children. During the first 12 months, post-eruption susceptibility of teeth to decay is high. One of the first signs of dental decay is small white lesions running along the gum line.

How to lower the risk and improve dental health in early childhood:

- Start brushing baby teeth as soon as they appear
- Children should have an oral health assessment by 2 years of age
- Babies and toddlers don't need fruit juice or sweet drinks
- From 6 months of age children can start to drink from a cup
- Don't put baby to sleep with a bottle; When babies fall asleep with a bottle some milk stays in the mouth and on the teeth. This can increase the risk of choking and ear infection and can cause tooth decay. Once your baby has finished feeding remove the baby from the breast or bottle.
- Babies are not born with the bacteria that causes tooth decay. Parents and carers can pass on this bacteria to babies. To help prevent this, families can do these things:
 - Ensure everyone brushes their teeth twice a day with their own toothbrush
 - try to avoid putting anything in your baby's mouth if it has been in your mouth (for example sharing spoons and 'cleaning' dummies by putting them in your mouth).
- Explain the importance of regular tooth brushing.
- Reinforce healthy diet choices, especially low sugar choices and drinking tap water.
- If your child knocks out a baby tooth, do not put it back in place. This can damage the adult tooth underneath the gum. If concerned see your dentist.
- Use low fluoride toothpaste from 18 months to six years of age
- Encourage children to spit out toothpaste, do not swallow it or rinse with water. Not rinsing keeps a small amount of fluoride in the mouth which protects teeth.

These treats supply the vitamins, minerals and other nutrients that young mouths need, and have the delicious flavours that kids love:

- Low-fat yogurt with berries.
- Sliced, fresh watermelon.
- Crunchy veggies with dip.
- Celery sticks spread with cream cheese and sunflower seeds.
- Cheddar cheese and apples.
- Unsalted almonds and coconut flakes.
- Hummus with toasted whole grain pita triangles

Stay healthy and have a great month Michelle, Candice and Barb

Nursery Natter

Hi, here we are again. Firstly, I would like to welcome Hamish and his family to the Nursery. I would also like to welcome Miranda back to the Nursery, she will be working with me in the nursery until the end of the year as Rohana is now busy working in the toddler room.

Happy Birthday
to Jenaya and
Cienna who will
both be turning 2
on the 10th
September.

I would like to share one of our activities:-The babies made their own Play dough. The actual act of making the play dough together with the babies was a great experience. We had some solid materials (flour, salt etc) to which we added some liquids (oil, water.) The babies got to explore and observe the changing state of materials in a hands-on way, and be filled with wonder as the bowl of unrelated ingredients came together to form a sticky then smooth and squishy ball of dough! We often take these things for granted, but in the eyes and hands of a child that's quite some transformation! Each of the babies had one of the ingredients to add and they all had a turn of mixing.



This month we will be extending on the babies gardening interest.

Some of our activities can sometimes become very messy, just a reminder to always put spare clothes in your babies bag and make sure all your babies belongings are labelled with their name.

Please remember we have an open-door policy so please feel free to talk to myself or Miranda if you have any questions.

Until next time, Kathy and Miranda

Toddler Torque

This month in the toddler's room we have started an underwater ocean theme. We have been making lots of sea animals to decorate our sea area.

We have continued on from our ocean theme by investigating sea animals- crabs, seahorses, jellyfish, turtles, fish and a whale. The children have been learning about the different animals that live in the sea, their habitats in where they live and what they like to eat. Feel free to have a look in our underwater area and see all the children's craft.



We also did some cooking with our children getting ready for Father's Day. The children loved this experience of making chocolate covered peanuts.

A little reminder to make sure your child has a hat each day, enough spare clothes and nappies/undies for the day.



Happy Birthday this month to Blake who is turning 3!

Cheers Rohana & Maddi

Preschool

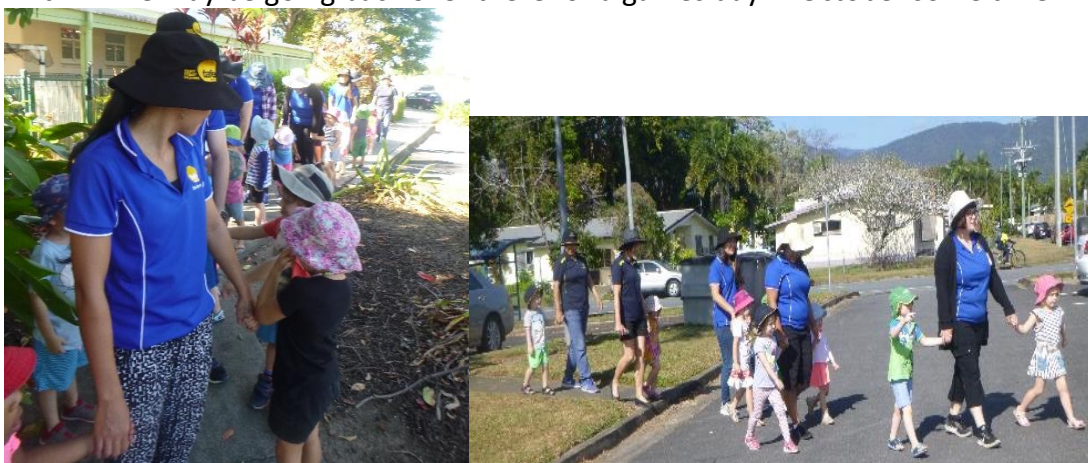
Preschool teachers.

I am pleased to say that when Karly returns from her holiday I will be staying in the preschool with Kathleen as my assistant until the end of the year. If at any time you have a concern or enquiry please feel free to chat with me or Kathleen we will be more than happy to assist you.

Happy
Birthday this
month to
Raphael!

Our excursion

Last Wednesday all the preschool children went on an excursion to the Tafe library with the Tafe child care students. It was so exciting to leave day care and go on an adventure down the pathway to the big buildings of the Tafe campus. Each student had two children, we walked hand in hand together to the upstairs library where we read stories, sang songs and played a game. I must add how well behaved the children were which is great because it means we will be able to do it again! I think we may be going back over there for a games day in October some time.



Lockers – Have you noticed that each child now has their own individual locker, this has helped to keep this area much tidier allowing the children to be more responsible for their own belongings. The lockers have enough space for hats to be left in there overnight could you please assist us by encouraging your child to leave their hat in there when they go home and therefore their hat will easily be found the next morning! If your child does not have a hat please provide them with one we do waste a lot of time washing and finding spare hats for children.

Careers – We are currently focusing on careers” what do you want to be when you grow up” and encouraging the children to look at occupations through discussions, books, dress ups and the internet. Thank you to all the parents that documented their occupations for us. We are presently documenting what the children think their parents do for work and I shall present that information for you to read.

Super heroes – our dress up day was so much fun thanks to all for dressing up and a big thank you to Michelle for the Father’s Day breakfast.

Until next month...**Cheryl and Kathleen** 😊



The Sound of Speech: 0 to 3 years

The ages and stages of children's speech development

Learning to speak is a crucial part of a child's development and the most intensive period of speech and language development happens in the first three years of life.

Even though children vary in their development of speech and language, there are certain 'milestones' that can be identified as a rough guide to normal development. Typically, these skills must be reached at certain ages before more complex skills can be learned. These milestones help speech pathologists determine if a child may need extra help to learn to speak or use language.

Babies: 0-1 year

During their first year, children develop the ability to hear and recognise the sounds of their parents' language. They experiment with sounds by babbling (e.g. "baba", "babamada"), and over time, their babbling begins to sound more and more like real words.

What can most babies do?

Between 0-3 months babies communicate by crying, cooing, smiling, and making eye contact

Between 3-6 months babies communicate by crying, cooing, smiling, making eye contact, pointing, blowing raspberries and laughing

Between 6-9 months babies communicate by babbling, using sounds made with the lips (e.g. b and m) in sequences like "baba" and later "bamada"

Between 9-12 months babies communicate by babbling, using more sounds (e.g. d, m, n, h, w, t)

Around 12 months babies begin to use words

What do many babies still find difficult?

Babies can't say words the same way as adults do and often simplify words (e.g. biscuit becomes "bi").

How can parents help?

Children who do not progress through this stage of "playing with sounds" are at risk of speech difficulties later. Parents can help by talking to their infants and responding to any attempts by their infants to communicate (e.g. by copying their babbling). For information about helping your baby to talk, see the "Helping your baby to talk" fact sheet.

Toddlers: 1-3 years

Toddlers experience a huge development in speech sounds and triple the number of words they can say between 1 and 2 years of age. As a result, their speech becomes easier to understand. At 2 years, half of their speech should be understood, and at 3 years, most of their speech should be understood by family and friends.

What can most toddlers do?

By 2 years, toddlers can say a range of speech sounds when talking (e.g. p, b, m, t, d, n, h, w)

By 3 years, toddlers can say even more sounds (e.g. k, g, f, s, ng)

What do many toddlers still find difficult?

Many toddlers have difficulty saying sounds correctly all the time. Some words are more difficult than others for children to say, so they may make some sound errors (e.g. "tat" for cat and "pam" for pram). Sometimes, children can be more difficult to understand when they are using longer sentences.

What can parents do to help?

Parents can continue to help their toddler's speech development by modelling the correct way of saying words, particularly when children make occasional sound errors. However, if a toddler's speech is very difficult for parents to understand, or if children are using gestures (and grunts) in place of words, parents should contact a speech pathologist for further advice. If parents are concerned about their child's speech development, they are advised to have their child's hearing checked by an audiologist, as hearing is important in learning how to say sounds correctly.

The Sound of Speech: 0 to 3 years

The ages and stages of children's speech development

For more information about speech development in preschool children, see the fact sheet "The Sounds of Speech: preschool and school aged children".

If your child doesn't meet these milestones...

If you are worried about your child's speech, if your child sounds different to the ages and stages outlined or if your three year old cannot be understood by adults, you may need to seek help from a speech pathologist.

A speech pathologist has been professionally trained to advise, diagnose and work with adults and children who have difficulty in communicating. Speech pathologists work in a variety of settings including schools, health centres, hospitals and private practice. Your child health nurse or GP can put you in contact with a speech pathologist.

Sourced: www.speechpathologyaustralia.org.au

The Sound of Speech: preschool and school aged children

The ages and stages of children's speech development

Learning to speak is a crucial part of a child's development and progress made in the preschool and early school years is crucial to mastering the rules of language.

Even though children vary in their development of speech and language, there are certain 'milestones' that can be identified as a rough guide to normal development. Typically, these skills must be reached at certain ages before more complex skills can be learned. These milestones help speech pathologists determine whether a child may need extra help to learn to speak or use language.

Preschool children: 3 to 5 years

Preschool children start to use much longer sentences, yet their speech should still be understood by unfamiliar people (outside of the family) about 75% of the time. By 5 years of age, anyone (including unfamiliar listeners) should be able to understand the child's speech in conversation 95-100% of the time.

What can most children do?

By 4 years, children can say most sounds correctly (e.g., m, n, h, w, p, b, t, d, k, g, ng, f, y, s, z, ch, j, sh, l). They can use many consonant clusters, which are combinations of two or more sounds (e.g., tw, sp, gl). Children may use clusters at the start (e.g., blue) or end of words (e.g., hand). Also, children will say most vowel sounds in words correctly (e.g., ay, oh, ee).

Between 4-5 years, preschool children start to develop skills that will be important for learning to read and write (called "pre-literacy skills"). They become aware that spoken words can rhyme (e.g., cat – bat), and can be broken into syllables/beats (e.g., am-bu-lance).

What do many children still find difficult?

Some sounds are later to develop and children may still have difficulty with them at this age. For instance, preschool children commonly have difficulty with "r" (e.g., saying "wed" for red), "v" (e.g., saying "berry" for very), and "th" (e.g., saying "fank you" for thank you)

Some children are still developing the ability to use consonant clusters (e.g., scribble and strawberry), or to say all the sounds correctly in longer words (e.g., caterpillar and spaghetti). Some children may still produce "s" as "th" (e.g., a lisp)

What can parents do to help?

If parents are concerned about their child's speech development, they are advised to have their child's hearing checked by an audiologist as hearing is important in learning how to say sounds correctly. Also, parents can visit a speech pathologist if concerned about their child's speech development. In particular, a visit to the speech pathologist is recommended if children cannot be understood, if they are frustrated with attempts to communicate, if their speech appears very effortful, if they are using very few words, or if they are not using sounds at the start of words (e.g., saying "ish" for fish)

School aged children: 5+ years

When children commence school, their speech should be easily understood by everyone.

What can most children do at this age?

Be able to say all the sounds well and be starting to recognise that spoken sounds can be matched to written letters

Hear and make rhyming words, hear and count syllables/beats in words, and make sentences with words that start with the same sound (e.g., big brown bear). Children can tell you what the first sound is in their name and what the letter is called and can break up the sounds in a small word (e.g., “c-a-t”)

What do many children still find difficult? Children might still have trouble with “th” sounds (e.g., thumb, this) until 8-9 years, and might have difficulty saying sounds such as “s” and “z” when their front teeth fall out

Children can produce clusters of sounds together, but may still have trouble with individual sounds (e.g., such as /r/ and /l/) in consonant clusters (e.g., “scwatch” for scratch) or in longer words (e.g., hippopotamus, pumpkin)

What can parents do to help?

To help children develop pre-literacy skills, parents can read to children, sing songs and play rhyming games, or games such as “I spy” which encourage children to think about sounds and letters. Parents can contact a speech pathologist if they have concerns about speech or pre-literacy development.

If you are worried about your child’s speech, if your child sounds different to the ages and stages outlined or if your three year old cannot be understood by adults, you may need to seek help from a speech pathologist.

A speech pathologist has been professionally trained to advise, diagnose and work with adults and children who have difficulty in communicating. Speech pathologists work in a variety of settings including schools, health centres, hospitals and private practice. Your child health nurse or GP can put you in contact with a speech pathologist.

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Medicare Rebates

How can I get a Medicare referral?

Medicare referrals for speech pathology are available from GPs. However, it is at the GP's discretion to determine if your child is eligible to access a referral (i.e. you are not *guaranteed* to get a referral if you ask for one).

The referral (called an Enhanced Primary Care Plan) will enable the child to access 5 Medicare sessions per year. This may be 5 sessions for speech pathology, or 3 sessions for speech pathology and 2 for occupational therapy.

You will need to provide your therapist with a copy of the referral so she can process your claim.

How do I get the rebate from Medicare?

Because it is a rebate, this means that the cost of the session *needs to be paid for first*.

Option 1: The session/s are paid in full. We then swipe your Medicare card and a bank card at the clinic in Edmonton to have the rebate deposited into your account.

Option 2: The session/s are paid in full. You can then take your receipt which includes the referral information to Medicare to receive your rebate.

How much will I get?

Medicare rebates are for a maximum of \$52.95, regardless of the cost of the session. The rebate is usually in your account in two to three days. The remaining gap depends on the cost of your session and service (i.e. 30 minute, 45 minute, 60 minute session or assessment).

If you have any further questions about accessing Medicare items with Talk Time Speech and Language Pathology, please feel free to contact Teagan.

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