



**Southgate Medallion
Family Day Homes**

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**ANNOUNCEMENTS &
UPCOMING EVENT**

Office Closed:

Heritage Day
Monday August 1st

**Provider
Anniversaries:**

The following
Providers opened their day
homes in August of the year
listed:

Madhu Agrawal	2005
Nasreen Atta Abbas	2009
Lifei Bai	2007
Mari Benoit	1994
Diana Bernard	1992
Manpreet Brar	2010
Tonia Browell	2002
Connie Filice	1997
Nargis Jetha	1996
Jasdeep Jhaj	2010
Nafisa Jivanjee	1999
Monika Junker	2009
Joanne MacDonald	2008
Munmun Manohar	2006
Louisa Munchinsky	2006
Jenifa DeSilva	2009
Becky Seck	2010
Sasha Wu	2001
Maria-Luisa Yalung	2010

New Provider Payment Process

As of September 2011, the agency will have a new procedure for calculating and depositing monthly payments to providers.

Your consultant will be using your attendance record on the first working day of the month to calculate your cheque amount for the previous month.

This process requires that you complete the attendance record and fax or bring it to the office on the **last working day** of the month. This is to ensure accurate payments are issued for the care provided that month.

Direct deposit will then be made to your bank account by the **fourth working day of the month**.

If you have any questions on this matter please contact our office and we will be happy to work with you to ensure a smooth transition to these changes.

National Council of Women

Southgate Medallion Family Day Homes has become an affiliate member of the National Council of Women.

Family Day Home Providers are now represented in this membership and have a voice in matters of concerns to women and families.

“Women Working Together”

Mission: To empower all women to work together towards improving the quality of life for women, families, and society through a local forum of member organizations and individuals.

Please visit the website for more details www.elcw.ca

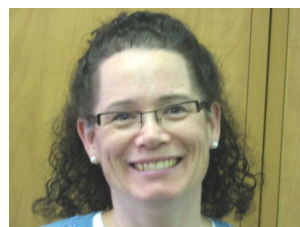
Contact Joyce Backstrom, Edmonton Local Council /Chairperson
or Carole Kosteriva, Provincial Council of Alberta /Vice Chair



Staff Changes

**Mariam Hunter, Consultant, will be going on maternity leave in September.
Best wishes to Mariam and her family!**

WELCOME



Val McCarty has joined our staff and is preparing to take over a caseload. She was a provider with the agency from 1999-2003. She has a Management Development Certificate as well as training in Education both from the U of A. She has managed multiple business outlets for Curves. She is a mother of two. Val is excited to use her cumulative education and experience to motivate and support providers in their professional child care role ensuring health, safety, and well-being of the children in their care.

**Timesheets should be faxed in to the office on Wed, August 31st.
Look it over to ensure all spaces are filled in properly.**

Infant Development

Communication: Crying

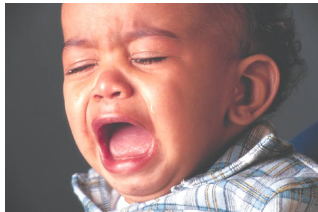
Infant's initial communication is through crying.

A general cry brings attention to their needs. Later the cry changes and becomes different and more specific to identify what the baby needs or wants.

The cry develops into gestures, and the beginning stages of language such as babbling, then monosyllables such as "ba" and "da" later to single words put together to make a meaningful sentence.

You can observe that infants also communicate through their motor actions. As they grow, they kick and use their arms to reach for people and things that are interesting to them. They respond to voices and seek to be picked up by reaching out. Infants make a very important learning discovery - that through their actions of reaching, making sounds, or crying, they cause others to respond in certain ways.

It is very important that parents and other caregivers nurture and respond to the infant's actions, to hold, carry the infant, sing to the infant, play with the infant, and meet his needs in other responsive and nurturing ways.



Sensorimotor Development:

-occurs in infancy from birth to about 12 months

-Infants learn about the world through their senses

-looking around constantly, looking at faces of caregivers

-responding to smiling faces

-eyes focus on bright colors

-they respond to sounds by looking toward the sound

-show interest in light and movement, such as a mobile above the crib



Sensory Learning: Infants continue to interact with their surroundings and make meaning out of their world, and learn about their own bodies. Their hands and toes become body objects of interest.

-They suck on their hands and toes,

-Reach for, hit at, and grasp objects that are within their reach, such as dangling jewelry and long hair.

-They also enjoy toys that rattle and squeak.

-Infants will put any and all things in the mouth. These are all sensory ways that the infant learns; however, **we must make sure that the objects are clean and safe for the baby to explore.**

As infants master new developments in the motor sequence (creeping and crawling), they learn that they have more control over their world. They are no longer totally dependent on an adult to meet some of their needs.

For example, if an infant sees a toy on the floor, or his bottle on a table within reach, he has the motor capacity to move toward it and reach for it. The infant's increased freedom to move and have toys and objects within reach is very important. **The task for adults, parents and caregivers is to ensure that babies have a safe and clean environment.**

Infant Physical Development

Physical development is orderly and occurs in predictable sequence. The motor sequence (order of new movements) for infants involves the following orderly sequence:

*Head and trunk control (infant lifts head, watches a moving object by moving the head from side to side - occurs in the first few months after birth).

*Infant rolls over turning from the stomach to the back first, then from back to stomach - four or five months of age.

*Sit upright in a high chair (requires development of strength in the back and neck muscles)-four to six months of age.

*Infant gradually is able to pull self into sitting positions.

*Crawling - occurs soon after the child learns to roll onto the stomach by pulling with the arms and wiggling the stomach. Some infants push with the legs.

*Hitching - infant must be able to sit without support; from the sitting position, they move their arms and legs, sliding the buttocks across the floor.

*Creeping - As the arms and legs gain more strength, the infant supports his weight on hands and knees.

*Stand with help - as arms and legs become stronger.

*Stand while holding on to furniture.

*Walk with help with better leg strength and coordination.



Infant Brain Development

A strong, nurturing relationship between a child and caregiver goes a long way to connect and strengthen brain cells in a healthy positive manner. Early positive experiences influence a child's future ability to handle stress, have positive social skills and problem solving abilities.

Be tuned in to the child's physical and emotional needs. A warm quick response when a child is upset, ill or hurt reinforces the child's self image of being worthy, loved and important. Such feelings promote the child's positive social and emotional development required for future relationships.

The types of experiences, interactions and relationships a child has have a direct impact on how their brain becomes wired and their future capabilities. It is a caregiver's responsibility to ensure those brain connections happen in a positive, stimulating and nurturing environment.



What children need most is loving care and new experiences, not special attention or costly toys. Talking, singing, playing and reading are some of the key activities that build a child's brain.

References: Neurological Developmental Research, "Implications for Caregiver Practice" CCF/CICF 2001.

Home Items

Encourage children and parents to bring items from their home to yours:

Favourite books to read to the others, or CD's that are meaningful to a child in care

Recipes or foods from children's homes

Photos: family photo to display such as inside a photo cube in the play room, a photo album, or new baby photos

Favourite toys, blankets, stuffed animals

Celebrate holidays that are special to the families in care

Items from their vacation-shells, souvenirs, photos

Costumes and dress up items



What items can you think of that would be meaningful to a child in your day home?

Best Practices

Louisa Munchinsky initiated an open-ended activity and then let the children take the lead. She gave one child play dough and the other child moon sand. She demonstrated how to use toys and plastic utensils and let the children explore.

One child used the moon sand to roll a ball. Louisa said his ball reminded her of a story which she began to tell. It was about digging, and finding cannons. She expanded his knowledge of cannons by showing him how to make a cannon with moon sand. The child decided to make the cannon bigger and added more moon sand.

Many providers continued to take children outdoors on rainy days. The children dressed for the weather and enjoyed a new experience. Caution: avoid extreme weather conditions.



Cherrie Ferrer is a new provider who has an abundance of energy and enthusiasm. She planned for circle time to occur before nap so she would not interfere in their play. They gather together in the room they sleep in. They sing songs twice so a younger child can learn the words. She asks children to join in when reading a story by counting, or repeating words in the story, and talking about the pictures. She and the children showed her consultant how they sing along to a CD and do the actions to Hokey Pokey. Cherrie set out a container of dry rice for the children to play in and added funnels, bottles, scoops. A child scooped and poured.

She sits on the floor and is attentive to each child's needs, helping them when necessary and joining in on their conversation. A child's family photo was in the play room and the children named each person in the photo.



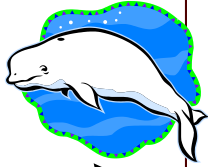
Music: Sing Songs

Slippery Fish

Swimming,
Swimming in the
Swimming Pool

Down By the Bay

Baby Beluga



Movement

- *have the children show you how a dolphin would move his tail
- *ask the children if they can swim like a dolphin
- *ask the children to move their fins (arms) have the children jump out of the water like a dolphin



Activities

Make a fishing pond

Add plastic dolphins and other sea life to the water table.

Water Play

Music/Movement



Science

Dolphins are mammals that nurse their babies
Dolphins can stay underwater for 15 minutes without breathing
Dolphins use a technique called echolocation to find food and navigate
The largest dolphin is the killer whale
Dolphins communicate through sounds and whistles
Dolphins eat fish and squid
Dolphins are friendly and intelligent
More info at www.dolphins-world.com

Discussion

- *Ask the children how dolphins eat their food (they swallow it whole)
- *How do we eat our food - a good time to discuss table manners!

Dolphins

By Carol K. Lindeen

*After reading the book and showing the children the pictures ask the children to draw dolphins
*Talk about what color a dolphin is and make many paint shades of the color - draw the outline of a dolphin and have the children paint it, add items to paint to texturize it (scouring pad, potato masher, fly swatter, etc)
Glue fabric, shells, sand, and more to create an ocean environment for the dolphins. Add more sea creatures.

Art

Snack time discussion:

*Dolphins love to play together! Do you like to play with your friends?

Snacks

Ask the children if they remember what dolphins eat:

*Serve fishy crackers and juice while reading Dolphins

Books

Read More on Dolphins

A School of Dolphins, Animal Groups
By Louise and Richard Spilsbury

Dolphins. Creatures of the Sea
By Kris Hirschmann

Other Non Fiction Books in this set

Crabs
Sea Turtles
Clown Fish
Sharks
Sea Stars
Whales



*Make Tuna Melts for Lunch serve with carrot sticks and milk



Books chosen for the next four months will be non-fiction