

**Southgate Medallion  
Family Day Homes**

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**ANNOUNCEMENTS &  
UPCOMING EVENT**

**Office Closed:**

Canada Day  
Friday, July 1st

**Provider  
Anniversaries:**

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

Nav Abrahams	1995
Farzana Begum	2010
Shalini Bhandari	2010
Dee Downing	1990
Seema Gupta	2009
Masooma Jafri	2010
Aqila Karim	2000
Ching Li	2008
Nassra Mohamed	2007
Bindiya More	2009
Suzanne Pearson	2010
Eugenia Sai-Enniful	2010
Rosemary Suvanto	1999



*Southgate Medallion*  
**FAMILY DAY HOMES**

*Tribute*

Volume 30, Issue 6

June, 2011

## Re-Accreditation Update

### Ten providers were chosen for re-accreditation visits which occurred on May 24th and 25th.

We are waiting for the results of the re-accreditation visit. Your Consultant will inform you of our status once we have been contacted by the committee.

The standards of child care have improved in each day home. The standards we have worked to meet continue to be **required** beyond the re-accreditation visit. We don't stop here and let it all slide, we move forward. Continue to build strong relationships with the children in care and help them problem solve, play with the children and extend their play ideas, post your menus, activity plans, required documents, and improve communication with parents.

**Remember who benefits most from this process—the children.**



**The agency is known for upholding high standards of quality care. You represent the agency on a daily basis. Celebrate your own success as a quality child care provider and enjoy your commitment to quality child care.**

## Action Plans

Each of you has set goals to work toward in 2011. Take your goals seriously and do what is required to achieve them as soon as you can. The longer you wait, the less important they become to you and subsequently are forgotten.

Setting goals re-news our interest in the work we do each day, creates change, and improves quality. Some providers are continuously setting goals for themselves throughout the year as they see a need. Action plans are about ways to best meet the needs of the children in your day home.



## ALL PROVIDERS MUST ATTEND

During the month of June, the agency is holding meetings in 4 areas of the city. All providers must attend **one** of these meetings. You will be updated on the Alberta Child and Family Services new **enhanced standards of care**. This is a very important meeting as the new enhanced standards of care come into effect July 1<sup>st</sup>, 2011. Call the office to register.

Bring your **Provider Handbook** to the meeting. You will be able to exchange it for the new Provider Handbook. See you there.

O'Leary Recreation Centre	8804-132 Avenue	Thurs, June 9	7:00-8:30pm
Jasper Place Pool—Annex	9200-163 Street	Sat, June 11	10:00-11:30 am
Ermineskin Neighbourhood Centre	3058-106 Street	Wed, June 15	7:00-8:30 pm
Ermineskin Neighbourhood Centre	3058-106 Street	Sat, June 18	10:00-11:30 am

## Expanding Your Library

### Diversity:

Young children are curious and accepting of what our world has to offer. This gives us an opportunity to begin to have discussions about the physical and cultural differences between ourselves and others. The ideas that children form about the world, in preschool years, will stay with them for their entire lives. This makes it very important to teach children from a multicultural perspective.

Books are one of the ways to teach children diversity. Books can illustrate the concept that people from diverse groups can play and work together, solve problems, and overcome obstacles. It is the responsibility of adults to select books that are age appropriate, entertaining and that provide accurate representation of all people.

**Teaching children diversity means helping them to understand that people come in all shapes, sizes, looks, colors and abilities.**

#### **Story:**

Is the story interesting to children?

Are there various conflicts for children to explore?

How are the conflicts explored?

Will the story encourage discussion?

#### **Characters:**

Do characters represent people from a variety of cultural backgrounds and abilities?

Are females as well as males depicted in leadership roles?

#### **Themes:**

Does the story offer children a variety of things to think about, to question, and to consider?

Are values being explored instead of preached?

Are there lessons to be learned?

#### **Settings:**

Do the stories reflect a variety of settings?

Are urban, suburban, and rural settings represented realistically?

Are cultural settings represented realistically?

#### **Illustrations:**

Are diverse populations represented?

Are characters realistically and genuinely represented?

Do the illustrations avoid reinforcing stereotypes?

### Nonfiction

Nonfiction can answer many of our everyday questions. While most of us read to enjoy stories but it is important to teach children to read to find answers to our questions. Nonfiction materials can help children develop understanding of how things work, about animals, planets, plants etc. Nonfiction books can help develop both literacy skills and world knowledge.

#### **Some ways you can use nonfiction materials in your day home:**

**Children are curious by nature. They ask lots of "Why" questions.** This would be an opportunity to find the answers to those questions in nonfiction books or on the internet. For example: children want to know what is the difference between an alligator and a crocodile. You can consult an *encyclopedia*.



**Someone in your day home went away on holidays.** You can look up on a map, globe or atlas to find out where that particular place is.



**Children are interested in gardening.** You can consult books on what you want to plant with children. You can read instructions on seed packages about how to plant the seeds.



Check the newspaper or online for a **weather forecast**

Consult a cookbook for a **recipe** or a general advice on how to use an ingredient

Before a field trip, engage children in looking up directions and a **map** of the location

## Do you have your Level One certificate?

Provider Support Funding grant allotment will be revised in the near future.

It is under review that all providers without their **Level One certificate** may not qualify for any grant money. This means that the monthly wage enhancements that providers are currently accessing through the Provider Support Funding grant may be cancelled within the next few months. To earn the Level One certificate, providers must complete a minimum of 50 hours of study as outlined in the:

**Family Child Care Training (FCCT) manual or Step Ahead manual**

**As an alternative providers can take a free course at Norquest College: 6 Saturdays from 9:00-4:00 OR a 50 hour free online course through Baseline Corp Learning Systems at [www.basecorp.com](http://www.basecorp.com).**

We reiterate to **all providers** that regular training through courses and workshops increases professionalism and are a vital part of operating your day home.

## The New Handbook is here! The New Handbook is here!



The Provider Handbook has been re-written and will be distributed to all providers. Please bring your old Provider Handbook with you to the Agency meeting you will be attending in June. The Nipissing District Developmental Checklist should be brought with the binder. Be sure to **read** the new handbook when you receive it and make any changes in your day home so that you are meeting agency standards.

## Best Practices

**Nargis Jetha:** One day while eating raisins at snack time the children asked, "Where do raisins come from?" Nargis mentioned that raisins are dried grapes. A few days later while eating grapes, the children said that they would like to see how grapes turn into raisins. So they put a few grapes in a bowl. After a couple hours they asked Nargis to show them those grapes to see if they turned into raisins. They looked and touched those grapes every day and saw how juicy and sticky grapes turned dry and hard. After 3-4 weeks. They were not smooth any more. They were wrinkled as they turned into raisins. This is a simple science activity where children gained knowledge of how things change.



**Edith Arel** noticed the children had an interest in digging tunnels in the snow. During the colder days she expanded that interest by making tunnels inside the house. They put coffee tables and chairs together to create a tunnel to crawl through. They added a blanket to darken the tunnel. For those afraid of the dark tunnel she used a clear plastic tablecloth to cover the furniture. She also bought large colored plastic rings that snap together called Twister Hopscotch. She uses the rings for a variety of purposes. As in the Twister game, a spinning arrow lands on a colour and requires an action. For example, Red & Sing: so the child has to jump/land on /find a red ring and sing a song. The other actions are Dance, Wiggle and Clap and the other colours are Green, Blue and Yellow. The rings can also be used as a horseshoe toss on a peg (peg not included). [www.youtube.com](http://www.youtube.com) has videos for Twister Hopscotch.



**Jenifa DeSilva** creates a new flowchart each month based on interests of the children. She plans for many areas of development such as music, outdoor play, fine motor play, crafts, books, dramatic play. Jenifa uses the internet to find activity ideas and resources. It is proudly displayed for all to read. This flowchart is based on trees and flowers.



