

**Southgate Medallion
Family Day Homes**

#209, 11 Fairway Drive
Edmonton, Alberta T6J 2W4
Phone: 780 438-4012
Fax: 780 435-6605

**Emergency after hours
phone number: 780-245-
3097 or 780-245-3507**
info@southgatedallion.com
www.southgatedallion.com

**ANNOUNCEMENTS &
UPCOMING EVENT**

**Provider Appreciation
Day**

Friday, May 6th

**Your Consultant will
arrive at your home with
a gift for you!
Thanks for all you do!**



Office Closed:

Victoria Day
Monday, May 23

**Provider
Anniversaries:**

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

Kathryn Elford	2010 1 yr
Lisa Haycock	1995 16 yrs
Debbie Molly	1996 15 yrs
Tami D'Ambrosio	1999 12 yrs
Janice Dorie	1994 17 yrs
Monika Kumar	2008 3 yrs
Tasneem Masood	2004 7 yrs
Rupa Ray	2007 4 yrs
Mitra Saha	2006 5 yrs
Dushka Misita	2001 10 yrs



Southgate Medallion
FAMILY DAY HOMES

Tribute

Volume 30, Issue 5

May, 2011

Re-Accreditation Visit: May 16th—27th

What is the standard for an accredited agency—"continuous quality improvement."

Since January, home visits have focused on where we were according to the accreditation standards and what can be improved. Posted menus, posted evacuation plans, routines, program planning, problem solving, pro-social skills, and more can seem overwhelming. That's the reason for action plans. A clear vision and one step at a time is the path to quality improvement.

What will happen in the Re-accreditation visit in May?

For starters, we will be notified 24 hours before the actual day of the visit. On the day, the validators will arrive at the office and let us know what day homes they would like to visit (probably 5 homes will be visited). If you are chosen for a visit, your consultant will call you to let you know the validator will arrive shortly.

What happens during a validator visit?

Your consultant will bring the validator to your day home and introduce you. She then will leave for an hour and a half. The validator will meet your children and then ask to see your day home space. She will ask you questions about anything she can't see such as emergency numbers or menu. She may ask to see your program plans for the day or may want to know how you let your parents know what their child did that day? At that point she will invite you to carry on with your day while she observes. After about an hour and a half, your consultant will return to your day home and visit with the children while you meet with the validator. The validator will interview according to a set interview and then again ask you about items on the checklist she hasn't observed. This is a time that you can tell her about your day home activities that weren't observed that day. She will go over your action plan with you to find out your progress. **(Please have your Action Plan completed by May 6th, as well as parent and provider consent forms).**



What is the validator looking for?

Fortunately, every provider has a checklist with **all** the items that are being checked on. Have a look at that checklist. If you have any questions about it call your consultant.



What is the most important thing to do if you day home is chosen for a visit?



Relax! You are giving good care. You care about the children. You have identified any parts of the standards that you need to add to your program in your action plans. Give the best care you can while the validator is there, remember your hygiene routines, talk with the children, keep them occupied and enjoy your morning.

LITERACY BEYOND BOOKS

A great way to extend children's love of a good story and extend their enthusiasm is to expand the story to different activities in the day home. Read the book first and become familiar with the story and characters. Write down the different play areas in your day home: (You can make a flow chart using the one in this newsletter as a guide or make your own chart). Now comes the creative part. Think of ways you can expand the story into different areas of play.

Here are just a few examples:

Art Activities-colour, paint, cut and glue using an assortment of different papers and supplies, cut the paper into different shapes or use a different type of paper



Dramatic Play-act out the story, pretend to be a character or animal in the story, add costumes or material for the children to use to dress up



Block or Building Area-Is there something in the story you could build or make?

If the book is about shapes make different shapes using blocks or talk about the shape of the blocks.

Cooking and Snack Time-Is there a food mentioned in the story that the children could try, or a make a snack that is related to the book? For example, cut up the bread for sandwiches into different shapes or get crackers of different shapes .



Puzzles Games and Small Toys -If you don't have puzzles with a similar theme as the story then make your own. Find pictures of items in the story and cut them into three or more pieces depending on the child's ability. Make up a simple game.

Example: Show the children a shape or colour and ask them to find something in the room that is the same.



Gross Motor Activity- Cut out large shapes or pictures of items from the book and put them on the floor (or use outdoors). Ask the children to put one foot on the picture, jump on the picture or bend down and touch the picture, or anything that will get them actively involved.



Use your imagination. Talk with other providers or friends to share ideas. Check out activity books for new ideas. Great resources to use are the **Story Stretcher** books by Shirley C. Raines and Robert J. Canady.

Literacy is a part of everything we do. One of the easiest ways to teach and expand a child's vocabulary is talking to them. Using different words to describe the same thing can help children learn new ways to express themselves and describe the world around them. Having numerous books available and connecting the stories to different areas of your day home can make the stories come alive and help the children relate to them more. When you finish a story it should never be "The End" but "The Beginning" of wonderful adventures and learning.

Wendy Peverette from the Family Literacy Centre recommends you place books in all play areas rather than just a book corner.

Re-Accreditation Standard 3: Diversity, Activity Planning, Children's Interests, Peer Learning, and Problem Solving

Show enthusiasm for children's ideas and build on them.

Provider build's on children's interests: Adding props to their play, suggesting ideas to extend their play.

Open ended learning experiences such as dress-up, block play, painting, play dough, water play, and craft materials for the children to explore,

Enough toys and learning materials for the children to make many choices

Uniqueness of each child is accepted and celebrated.



Music, books, dolls, foods, and items from other cultures present in your home.



Providers must be engaged in playing with the children, talking to them and helping them.

Activities planned and written on a planning sheet to meet all areas of child development. See 3.3 on Standard checklist

Transitions accommodate the needs of all children.

Peer Learning:
Cooperative play. Assist each other. Share ideas. Share accomplishments. Problem solve with children. Identify feelings of self and others.

Modify activities to include interests and needs of all the children.

Children are encouraged to try new things—such as a zipper on a coat, or a puzzle but also free to ask for help when needed.



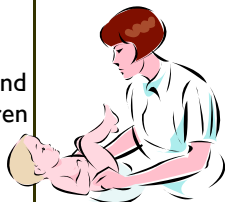
What should we do next time this happens?
Identify problems and talk about it.

Best Practices

Kathryn Elford has a variety of toys, books and musical instruments accessible to the children. The children can play a real piano, a drum and some other musical instruments from other parts of the world. Kathryn follows the children's lead and takes time to sit and read to them from the great selection of books she has available.

Bilquis Bhimani borrows books from the library each week and has them available for the children daily. The newsletter flow chart book is available for the children each month in her home. She has also extended the activities by having other books available from the same series e.g. "The Rainbow Fish"

Debbie Molly interacts with the children as she changes their diapers. She talks to the children about the daily routine and what they will be doing next. Debbie gives hugs and cuddles with the children to make them feel special. Her enthusiasm and positive interactions with the children let's them know that she enjoys spending the day with them.



Stephanie Berkenbosch simply must be organized! While shopping, she found plastic drawer units and bought 5! She placed them in her play room and sorted toys to go in each drawer. Mr. Potato head in one, cars in another, little people, etc... Now the children know where to find the toys they want and where to put them at clean up time. The children are able to see through the clear drawers to see what is inside!

Stephanie's Play Dough Recipe:

Kool-Aid Playdough

1-1 1/2 cup flour

2 Tbsp oil

1 pkg unsweetened Kool-aid

1 cup boiling water

1/2 cup salt

Add oil to water, then mix in remaining ingredients. Stir well, kneading until smooth.

Store in fridge in an airtight container.



**Consultants are proud to share that providers have greatly improved on hand washing and sanitizing!
Enjoy your healthier, cleaner environment.**

