

**Southgate Medallion
Family Day Homes**

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**ANNOUNCEMENTS &
UPCOMING EVENT**

Office Closed:
Labour Day
Monday, Sept 5th

**Provider
Anniversaries:**

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

Leonora Aquino	2008
Tanya Butler	2008
Bharti Chawla	1999
Charity Dumbrigue	2007
Linda Larkin	1995
Seema Manchanda	2005
Shahla Mazhar	2008
Barbara Petrunia	2009
Alaknanda Rai	2008
Yolanda Rosero	2005
Prabha Roy	2007
Durga Singh	2008
Sadaf Syed	2008
Constance Trazo	2010



Southgate Medallion
FAMILY DAY HOMES

Tribute

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How the Agency Advertises for You

Parents who are looking for child care under the "yellow pages" search engine will see Southgate Medallion come up on the first page. Then the parents can click on our logo and open our website.

The yellow pages reports that our online ad was delivered to a user's browser 2,645 times in June 2011 and the users clicked on our website 38 times. They recorded 120 total clicks under the heading "Child Care Services" from January – June 2011.

Parents in our city are looking for child care spaces online and we have a presence there equal to our competitors.


All providers who have created their own websites, can now add their link to the Southgate Medallion FDH agency website under "Providers". Contact us.

Open Ended Activities Workshop

Saturday, September 10, 2011
10:00 a.m.

Location: Ermineskin Neighbourhood Center
3080 106 St.

Presenter: Jody Merrick



Give children a box of open-ended materials or "loose parts" and you have given them a box full of endless play ideas. Scarves can be used in dress up play, as a cape, a hat, a skirt, or a blanket to wrap a baby. Throw them in the air and all of a sudden you have a parachute, or a even a kite where we can draw their attention to the effects of gravity as a scarf falls slowly to the floor and can they catch it before it hits the ground? These are all ideas that children have used in their play with scarves. Open ended materials can become whatever the child needs. They become innovative in the way they use the items to help support their play and learning. Come and participate in more open-ended activities.

Please call the office to register,
or email wricard@southgatemedallion.com

**Timesheets should be faxed in to the office on Friday, Sept 30th.
Look it over to ensure all spaces are filled in properly.**

Attention Providers:

A reminder that payment for September care will be made to you by the agency via Direct Deposit by the 4th business day of October.

The agency is gathering all copies of *A Caregiver's Guide* and *Home Child Care: A Caregiver's Guide* by Lee Dunster. If you have a copy of this book in your home please pass it on to your Consultant.

Communicating With Infants

An infant's first communicating sounds are crying and cooing. Parents and caregivers are often familiar with what each sound means and they respond to the needs of the infant accordingly. As the adults respond to the sounds, infants learn that their vocalization has an effect and therefore they make the same sounds to get a response from the adult. As they grow, they learn to use words to express themselves.

It is important for adults to **respond to the infant's sounds** by using words such as:

“I hear you crying, I am going to check if you need a diaper change”.

Adults should **talk to the infant** as they go about the daily routine and let them know what they are doing or what they are going to do. As infants hear adults communicating, they learn the use of language.

“Infants are capable of producing intentional communication, and they are able to communicate specific desires and needs” (Owens, 2005). Infants do this by using gestures and facial expressions, head- turning, smiling and babbling. Infants are also capable of expressing disengagement in a conversation by frowning and whimpering and looking away.

Interacting with Infants

Interacting with babies is very important for their **development**.

A loving and gentle touch promotes a **sense of security** in an infant.

Another good way to communicate with infants is through **sound and sight**: For infants to develop learning skills they must be introduced to many different sounds and colors. Use colourful mobiles of different shapes and sizes, rattles that make different sounds, and read books with big, colourful pictures to infants.

Be **attentive to any sounds** the infant makes and **respond with words, facial expressions and gentle touch**-this is comforting for the baby. Picking and holding a crying infant helps the child build trust and feel safe.

An infant connects with their parent and caregiver through voice.

There are many ways we can acknowledge babies:

- address each baby by their name,
- interact with the baby,
- make eye contact when interacting with the baby,
- let them know with a gentle touch before picking them up,
- involve the infant in your conversation and wait for a response which may be in the form of a sound, gesture or facial expression.
- showing respect for their likes and dislikes, playing with them, singing and reading to them.

Every interaction is an opportunity to nudge forward a child's development or learning.”
(Young Children, January 2011)

Vegetarian Chilli

2/3 cup bulgur, cracked wheat, or couscous
 1/2 cup diced carrots
 1/2 cup diced celery
 1 medium onion diced finely
 1 diced green pepper
 1—19 ounce can of beans (kidney or romano)
 1—5 ounce can of tomato paste
 1—28 ounce can of tomatoes
 1—12 ounce can of corn
 2 tsp Worcestershire or soya sauce
 1 Tbsp chilli powder
 1 tsp vegetable oil
 2 tsp minced garlic



1. In a bowl, cover the bulgur, cracked wheat or couscous with hot water and let stand.
2. Heat oil in a large skillet over medium heat.
3. Cook carrots, celery, onion, green pepper for about 2-3 minutes.
4. Add the remaining ingredients and cook for 15 minutes.
5. Stir in the bulgur, cracked wheat, or couscous and heat for a few more minutes.
6. Serve with a fresh salad and biscuits, or whole grain buns.

Add some extra spice to your chilli with a few drops of hot sauce.

Beans and starch served together create a meat alternate.



Written Communication

Parents should be informed of their child's day in writing. Providers are doing this by:

Writing in communication notebooks

Emailing the parent regularly and including photos of the child involved in activities



If writing is an issue for you create a page with icons to inform the parent of all the details—provider circles what applies (see best practices)

Bulletin board at the entrance to display menu, activities, daily schedule, emergency procedures, floor plan

Planning sheets need evidence to indicate you are using children's interests as a basis for planning, and why activities are being planned



Best Practices

Edith Arel made a fire drill procedures poster for the children to learn how to respond when the smoke alarm rings. One child taught another child what to do in case of a fire using the poster. (Children teaching children meets an accreditation standard!) Edith posted it at the front door at eye level for the children.

Edith speaks to the children in French all day.



Annie Syed Created a page with icons for daily feedback to give to parents. She included clip art pictures of each step in the daily routine:

Eating—wrote menu, and appetite such as an apple with one bite, half gone, or just a core to indicate how big the child's appetite was
 Sleeping, - how long
 Activities the child participated in—painting, play dough, crafts, water/sand
 Outdoor play activities—tricycle, slide, balls
 Social interaction, - faces to convey moods today

Number of dirty diapers/toilet training
 Provider circles icons for the day and gives to parents daily with verbal feedback.

