



## Celebrate!



Mary celebrates 15 years, Katie 13 years, and Tiana leaves for Maternity leave! We love a party at Seaforth Childcare, and to celebrate the successes and life changes of the wonderful team. Mary has been a fantastic member of the team, for 17 years..... We are looking forward to Tiana bringing in her new baby to show us as soon as she can!

### Policy reviews

- Asthma Management Policy
- Child Safety and Wellbeing Policy.
- Sleep – New rules for October

Both are attached, please read them, and let us know if you have any thought, ideas, suggestions. Email [Sophie@seaforthchildcare.com.au](mailto:Sophie@seaforthchildcare.com.au)

## ON *this* MONTH

### 10 Super Facts for children!

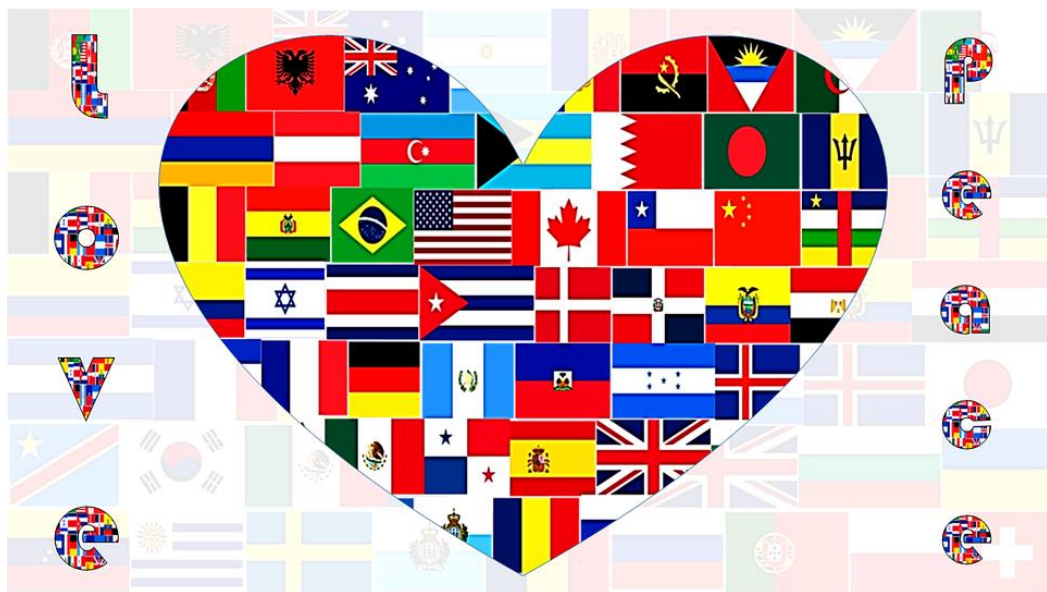
1. Children have more taste buds!
2. A baby's brain triples in size during the 1st year!
3. Children have more energy!
4. A baby's senses are much more sensitive than an adult's

5. The infant's brain is uniquely designed to learn!
6. Children cannot see most colours when they are a few months old!
7. Children love to be to be active!
8. Children are resilient!
9. Children need structure!
10. Children are constantly learning!



# PLEASE TELL US ABOUT YOUR FAMILY!

We want to include the cultural awesomeness and languages of all the children at Seaforth, so would love you to tell us all about your family. If you have a cultural practice, you would like us to observe, just tell us! Would you like to join in and help? Please do! Do you speak a language other than English at home? Then please tell us, so we can support it here! Please chat with your child's teacher!



**YES!**

We do speak a language other than English at home.

**YES!**

I would love to come in and share our culture with children and families!

**YES!**

I am excited to see my child's cultural identity and background recognised and celebrated at Seaforth Childcare!  
Chat or email the team, we would love to hear from you.



# Children versus food! “I don’t want that!”

Teaching children about food and health is one of the many roles of a parent. With the number of children with eating disorders rising, we need to find ways to balance all these negative body image messages our children are getting. Helping children to have healthy eating habits when they are older is not just about the words that you use, but the things that parents do around food in front of their children. Teaching children about nutrition and food is not just about talking about food and health but also how your own relationship with food as a parent.

We often place too much value in food. We use words like “healthy” and “unhealthy” or clean food, or we use food as a reward for good behaviour or punish with food for bad behaviour. These messages means that food has too much value. No food is bad or good (unless it will cause food poisoning), yet the messages children receive about food is all about food being good or bad. Schools are still teaching about healthy and unhealthy foods, but to many children these words don’t mean anything.

Although parents have to be careful about how they talk about food, we know from studies that talking about nutritious foods is OK. A study published a few years ago showed that parents who talked with their older kids about food and health had kids who were less likely to diet and use unhelpful weight control practices like bingeing and purging.

If parents talked to their kids about their child's weight instead then the child was more likely to start dieting and binge eating. The message is clear that parents should avoid talking about weight and diets with their child but focus on talking about food and health instead.

## Talk About the Properties of Food

If you want to start teaching your child about food, talk to them about parts of the food and what they can do for their body. Carrots are orange and they help you to see better; or eggs help to make your muscles strong so that you can play soccer well. Talking about the food and making it about your child can help to make this message mean even more to a child. When it comes to foods that you would call unhealthy. You can say that these foods don’t help us to grow as much which is why we don’t eat these foods every day. It is also good to let your child know that they don’t have to like every food that they are given. I always say to my kids that they don’t have to eat anything they don’t want to. I like when my kids take a tiny taste of a new food. If they don’t like the food ask them what it is, they didn’t like.

Was it the taste or how it felt in their mouth? If they do like a food avoid over praising the child or saying things like “I knew you would like it”. Again, thank them for trying the food and ask them what they liked about it.

## Talk About Appetite

Do not ask children to “finish everything on their plate” or to “have one more bite of a food” is over ruling their hunger and fullness cues.

Yes, I know that sometimes they say they are full when they mean they don’t like the food but pushing them to eat the arbitrary “one more bite” will work in the short term but is not teaching your child to honour their hunger.

Ask them to eat until they are not hungry anymore. Hunger and fullness are signals in our brain that come from hormones in our stomachs. There is a delay in us being full in our stomach and those signals getting to our brain saying that we don't feel like any more food.

Asking if they are full doesn't account for this delay in these hormones getting to our brain.

Just to note, that all of us have different hunger and fullness signals and for some people these fullness signals don’t work as well as they should. A lot of this has to do with genetics. If your child is one that is hungry all the time, then place some limits on the timing of meals and snacks. Be open about when they can eat and if they want some food out of these time frames, then they have to wait until the next meal. Also talk to your kids about the reason they are hungry, ask is it because they are bored or are, they are truly hungry.

## Top Tips for Talking about Food and Health

- Avoid using the term healthy or unhealthy to describe a food.
- Talk about the properties of a food and how it can help your child’s body and mind.
- Avoid rewarding with food or using the dessert bargain.
  - Avoid pressuring your child to eat a food.
  - Ask your child to eat until they are not hungry anymore!
  - Eat together as a family, the same meal.

Expose children to a wide range of nutritious foods.



# Teaching Children about Personal Safety

**Teaching children simple strategies about keeping safe can help them build confidence, resilience and empower them to be safe in a variety of situations. It's not difficult to educate children about personal safety. All it takes is the willingness to start, some help with content, and time.**

## The importance of personal safety

Research shows that teaching children about personal safety:

- Reduces the likelihood of a child entering into an unsafe situation.
- Clearly demonstrates how to respond to an unsafe situation.
- Increases a child's sense of confidence and in doing so increases their resiliency.
- Increases a child's knowledge of their personal rights i.e. "I have the right to feel safe with people".
- Increases the likelihood that the child will speak out if they feel unsafe and tell someone they trust.

## It's never too early

Children can begin learning about keeping safe as young as three.

### The 3 Rules of Personal Safety

#### 1. **We all have the right to feel safe with people.**

This rule teaches children and young people that they have the right to feel safe and secure where they live, play, and learn, and that no one has the right to make them do something that makes them feel unsafe or unsure.

#### 2. **It's OK to say 'NO' if you feel unsafe or unsure.**

This rule teaches children and young people that it is OK to stand up for themselves and to be assertive if something doesn't feel right.

3. **Nothing is so yucky that you can't tell someone about it.** One of the reasons that children and young people fail to disclose harm is because they are afraid of getting into trouble. This rule helps to encourage them to speak to a trusted adult, even if something seems scary or terrible.

## Other helpful advice

**Talk** - Encourage children to feel comfortable telling you anything, especially if it involves another adult. Encourage children to identify other trusted adults they can talk.

**Be aware** - Learn about the people with whom your child is spending time. Take notice if someone shows one or all of your children a great deal of attention or begins giving them gifts. Take time to talk to your children, find out why the person is acting in this way.

**Empower** - Knowledge is power. Teach your children about their bodies. Teach them the correct language to use when describing their private parts. Emphasise that those parts are private. This will make them more at ease if they need to tell you about a touch that made them feel uncomfortable.

**Teach them their rights** - Teach children that they have the right to say NO to any unwelcome, uncomfortable, or confusing touch or actions by others. Teach them to tell you immediately if this happens. Reassure them that you are there to help and it is okay to tell you anything.

### Notice changes -

Be sensitive to any changes in your children's behaviour or attitude. Encourage open communication and learn how to be an active listener. Look and listen to small children because children are not always comfortable disclosing disturbing events or feelings. This may be because they are concerned about your reaction to their problems. If children do confide problems to you, strive to remain calm, non-critical, and non-judgemental. Listen compassionately to their concern and work with them to get the help they need to resolve the problem.

**Cyber safety: is important too.** Teach children never to give out their last name, address, or phone number to a person on the Internet and never to meet Internet friends in person without a parent's supervision and consent. Parents should help children choose a screen name that does not disclose information about their location. Teach children not to post pictures with identifying information such as a school uniform. Always keep your computer in a public area of your house – not in a child's bedroom.

## MAKE A RECYCLING GAME

If you already have separate bins for trash and recycling, turn recycling into a sorting game. Designate different boxes for paper products, plastic, cans, and glass — you can even print off or create your own signs to put on the boxes, with pictures of common items that would go in each one. Get sorting!



# What's Been Happening at Seaforth!



## Bush to Bowl Incursions with Ramsey Exploring Traditional Aboriginal Culture

Bush to Bowl is an 100% Aboriginal owned business based in Terry Hills that aims to create spaces where families and community members can engage with Australia's native plants and traditional Aboriginal knowledge and culture. The team at Bush to bowl have a skilled Aboriginal team who provide bushtucker and art workshops for children, offering them a hands-on experience where they learn how to identify the characteristics and purposes of a range of traditional bushtucker plants used by Aboriginal people.

Ramsey, a Wiradjuri man from Bush to Bowl came to teach the children about his Aboriginal heritage. He began by sharing his didgeridoo with the group, teaching the the different terminology surrounding the instrument, as well as the process used to create them.

Ramsey played two stories on his didgeridoo, amazing the children with the noises he was able to make with his mouth- replicating the sounds of busy cars and jumping kangaroos.



## Visit Your Local Community Garden!

Interested in sustainable living? Love gardening? Want to explore native bushtucker plants? Visit your local community garden today! The preschool children regularly visit the Seaforth Public School Kitchen Gardens, located next to our service. This area has many Indigenous plants, labelled by the school children, which you can explore with your family. Have a walk through the gardens with your family and visit the chickens, stingless bees, tadpoles and try to spot the bushtucker plants.

There is also Baringa Bush Community Garden, just up the road from our service that aims to assist local community members in learning how to grow organic food sustainably. They host a Working Bee every 3rd Sunday of the month, where they get together for an afternoon of gardening, learning and afternoon tea.



Find and explore your local garden  
<https://communitygarden.org.au/find-a-garden/>



# QA 2 Children's health and safety

The aim of Quality Area 2 under the National Quality Standard is to safeguard and promote children's health and safety, minimise risks, and protect children from harm, injury, and infection.

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence, and independence.

<b>Standard 2.1</b>	<b>Health</b>	<b>Each child's health and physical activity is supported and promoted.</b>
Element 2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest, and relaxation.
Element 2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
Element 2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
<b>Standard 2.2</b>	<b>Safety</b>	<b>Each child is protected.</b>
Element 2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
Element 2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
Element 2.2.3	Child protection	Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## So, how do we stay up to date?

In our recent Philosophy Review, someone asked us to explain Professional Development, So here it is! Professional development is improving we, and continuing to evolve as professional teachers, through learning and training. Seaforth is a supportive employer, and manages any professional development the team is interested in. As well as this, we have a culture of research, and so one member of the team, may research a subject and then use this as a training opportunity for the rest of the team.

**So far this year we have completed Professional Development in – Leadership and Management, Education Leader, and the EYLF, Understanding Neuroscience to Support Children's behaviour, Child Protection and Mandatory Reporting, Reflective e Practice, Child Safety, and Safe Sleeping. We are committed to being as current as possible!**



# QA 3 Physical environment

The aim of Quality Area 3 under the National Quality Standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

<b>Standard 3.1</b>	<b>Design</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>
Element 3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.
Element 3.1.2	Upkeep	Premises, furniture, and equipment are safe, clean, and well maintained.
<b>Standard 3.2</b>	<b>Use</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
Element 3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Element 3.2.2	Resources support play-based learning	Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Element 3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

## Making Bridges

Short simple activities to get some active minutes in the day.

Core strength activities can be fun. Show your child how to make a bridge by lying on your back, keep knees and feet together while lifting the buttocks off the ground. This exercise strengthens the muscles around the hips and back, which are all part of the core.

Ask your child to hold the bridge position for a few seconds. Increase the time, or the number of repetitions, as your child improves. Make it fun by driving toy vehicles under the "bridge" or have a bridge challenge.

*Feedback*  
is always welcome



We love visitors! Please come and play with us! Just chat to your child's teachers...

