



Tatura Children's
Centre

Nutrition, Active play and Sustainability Newsletter



Term 3
2018

Wellbeing and comfort

At TCC we believe each child's wellbeing and comfort is provided and includes appropriate opportunities to meet each child's need for sleep, rest and relaxation. A strong sense of wellbeing provides children with confidence which maximises their learning potential.

All educators support and recognise the importance of this and therefore work to ensure each learning environment is an appropriate and comfortable place to be. Comfortable cots and beds are provided to all children who require a sleep and comfy pillows and blankets for those who just need/want to have a rest.

Responsive relationships, engaging experiences and a safe and healthy environment all play a role in supporting children's wellbeing and comfort.

To support children's learning, it is essential that educators attend to children's wellbeing by providing warm, trusting relationships, predictable and safe environments and respect for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual being. Educators support this by establishing and maintaining respectful, trusting relationships with each child.

Each room also provides calm and relaxing areas that include a couch, books and other quiet activities to support the children if and when they need some down time. (**NQS: 2.1.1. VEYLDF: Identity. Source: SIDS website**)



Toddler children
comfortably engaging
with a trusted educator.



Fungroup children engaging in a quite activity
at rest time while others are sleeping.



Children from Kinder having a comfortable
place to go for some quite reading.



Nursery children
having their nap
on the beds.

Healthy lifestyle



Jen's weekly menu which is displayed in the foyer and each of the rooms.



Individual health requirements which is displayed in each of the rooms.



Kinder children having a go at stretching and yoga.



Toddler children riding around.



Nursery children enjoying a bounce together.



Kinder children enjoying construction.



Kinder children having some free dance.



Fungroup children enjoying a walk around the block.



Kinder children hula hooping.



Kinder children taking considered risks.

Healthy eating and physical activity are promoted and appropriate for each child. At TCC we believe it's important to create a healthy eating environment. When children eat well they learn better, are more alert and are more likely to grow and develop to their full potential. By providing foods and drinks that support health and wellbeing for children, we can help them establish healthy eating habits from the earliest years in life.

Jen puts a great deal of thought into planning the menu's for each season to ensure children are getting a variety of healthy foods while meeting the 'Healthy Eating Victoria Achievement Guidelines.' She ensures the following requirements are met:

- Food is appropriate for each child's growth and developmental needs, religious or health requirements.
- Food is nutritious and adequate in quantity.
- Having the weekly menu displayed and accessible to parents and carers of children.
- Having the weekly menu accurately describing the food that is provided each day.

Educators support this and actively promote healthy eating in a number of ways which include:

- Group times: having discussions about 'healthy foods' and 'sometimes foods.'
- Home corner: ensuring there's a larger variety of fruit and vegetables placed in the area and a smaller amount of 'sometimes foods' for children to role play with.
- Cooking experiences: ensuring our cooking choices we do as group experiences are appropriate and intentionally healthy to demonstrate positive role modelling and good food choices.
- Meal times: ensuring educators use this time to have valuable conversations with children about what they are eating, encouraging children to try what's on their plate and giving children positive reinforcement for eating their food.

Each room has a list displayed of the children who have health requirements so educators are in control of monitoring this at all times. We have in place policies and procedures in relation to nutrition, food and drinks, dietary requirements and ensure these are always followed.

Physical activity is another important aspect of living a healthy lifestyle and is embedded into our program. Playing and being physically active is an important part of life for all children. The early development of good habits may lead to healthy behaviours that will last into later years.

Within our curriculum educators work together to ensure physical activity is apart of the program just as much as any other area of learning.

We support children's active play by giving them a range of different experiences to engage in such as:

- Unstructured play which is creative play that gives children the freedom to move at their own pace and decide how they will play, what they will do and where it will take place. This can involve dancing to music, playing in the sandpit, rough and tumble play.
- Structured play which is planned play that may occur at a set time and place, or need equipment such as action games and songs, hidden treasure, arts and craft, cooking, matching games and experiments.
- Active transport which involves using physical activity to travel such as walking, pedalling, using a scooter, gardening and tidying up play spaces.

The following list are items we have available for children to use at their own pleasure all throughout the day that consists of them using their own imagination and ideas to encourage independent physical activity:

- boxes, baskets, cardboard, tubes, containers, balls of different sizes, planks of wood, buckets and spades, brooms and paintbrushes, pots and pans, leaves and pine cones, rackets and bats, wooden blocks, mats, cushions, beanbags and tyres.

(NQS: 2.1.3. **VEYLDF: Wellbeing.**)

Inclusive Active Environments

An inclusive environment creates opportunities for children to participate in and learn from the everyday routines, interactions, play, and learning experiences that occur within each room. At TCC we believe in creating supportive learning environments by having flexible play spaces that cater to the interests and abilities of each child. Each room focus' on the different learning styles between children and invite children and families to contribute ideas and interests that can be incorporated into the learning environment.

Indoor and outdoor spaces are suitable for their purpose, including supporting the access of every child. The way that our environment is designed and organised determines the way that the space and resources are used. Educators ensure this is done so appropriately in order to maximise children's engagement and level of positive experience and inclusive relationships. When setting up the environment educators take into consideration the need to support the participation of all children and implementation of the learning program.

In each of the rooms the indoor and outdoor spaces and natural play areas are evident by educators creating physical environments that support children to engage naturally with things that interest them.

Our inclusive spaces give children opportunities to:

- Access and explore indoor and outdoor areas as independently as possible.
- Make choices about the resources they access and the experiences they participate in.
- Interact meaningfully with other children and adults.
- Care for themselves as independently as possible.
- Experience challenge and take managed risks.

(NQS: 3.2.1. VEYLDF: Community.)



Kinder children having access to resources in order to make choices about the experiences they engage in. Here the children have chosen the trains and train tracks.



Children from the Toddler room interacting meaningfully with other children and educators. The environment is inclusive by allowing all children to join in and participate in the learning experiences.



In the Nursery some of the children are young and haven't yet developed an understanding of interacting with others. Therefore educators have developed lots of inclusive experiences in the indoor and outdoor environment that promotes and encourages each child to be involved. While also respecting space for children to develop independently.



Some children from the Fungroup room wanted to make slime. Educators supported their decision making. Here they are having meaningful interactions while discussing the different colours each is making.



Bonnie and Abigail making an independent decision by choosing to play outside. The door is easily accessible to all children in order to make this decision.



Some children from the Fungroup room having meaningful interactions with one another in an inclusive environment.



Sustainability and Environmentally responsible

Sustainability is all about educating children on the environment, learning how natural cycles of life occur and how to appropriately look after our environment in order to receive benefits such as nutritious foods and wellbeing. Sustainability is an important part of our curriculum and is incorporated into each room. The kinder children have recently incorporated a sustainable practice within their room by using recycled materials. The kitchen recently purchased a new freezer so the Kinder room educators decided to take the empty box over to the kinder room. The children began asking questions about what the box was for, so the educators asked that same question back to them. This then blossomed into lots of discussions and conversations about what they could make with the box. After even more discussions and using a voting process the children agreed they would create a castle. This was followed by many brainstorming group sessions where the children came together to create their castle using more recycled items from day care and home. This has now become their ongoing project and the children have loved being involved in all the decision making that has taken place in order to build a wonderful castle. This project is about accepting everyone's input and using the children's ideas and thoughts to create and deepen their knowledge on the world in which we live. Most importantly it has also been a great way to educate children through having conversations on the different types of ways we can recycle.

Creating natural environments and providing natural materials is one of the many ways we practice being sustainable. Our environments at TCC support children to become environmentally responsible by:

- Ensuring the blinds in each room are kept up throughout the whole day, excluding sleep/rest time, to ensure the children are receiving as much natural light as possible when engaging in the indoor environment.
- Engaging children in discussions about sustainable practices. Such as how food and scraps left over after meal times can be added into our worm farms.
- Encouraging children to participate in the recycling process by having yellow coloured recycling bins for cardboard, plastic and paper and red coloured bins for any other rubbish.
- Involving them in developing new strategies for recycling materials by having a basket of recycled goods such as cardboard boxes, toilet rolls, egg cartons etc available for parents to add to and then for children to access at their own will.

(NQS: 3.2.3. VEYLDF: Learning)



The kinder room organised a lady from Bunnings to come and educate the children on the importance and benefits of planting your own products.



The children from the Fungroup room went for a walk to collect Autumn leaves. They then used the leaves for lots of arts and craft activities.



The children have used the Kale growing in their veggie patch to make healthy Kale chips.



Educators created an experience where children could use pine cones as bird feeders. They put cooking oil on the pine cones, rolled them in bird seed and hung them in their outdoor environment.



The brainstorming ideas from the children about how to make their castle using the recycled freezer box.



The children from the Toddler room used some oranges and lemons that a child brought in from home. They incorporated these items into a painting experience, washed them clean then added the scraps into the garden.