



**Southgate Medallion
Family Day Homes**
Excellence in Child Care & Early Learning

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Southgate Medallion Tribute

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Family Day Activities

Ways to Celebrate Family Day :

Invite families to create a Family Tree: Give them a tree template and they can add things to the tree that represent their family—people, interests, activities, foods, pets, picture of house, vacations, cars, etc... Post it in your home!

Invite families to your home for a short pancake breakfast on a work day so they have a chance to meet each other.

Make thank you cards for the families to tell them how you appreciate their contributions to your day home.

Educator Appreciation Dinner

Save the Date:

Educator Appreciation Dinner will be held on April 26th, 2019
at Woodvale Community Facility
4540—50 Street NW

Brain Development in the Early Years Workshop will be held on Saturday, March 16th

The foundation for a healthy brain is built in the early years of a child's life and will impact learning, behaviour, and health, both mental and physical, for the rest of that child's life.

Call the office to register for the workshop 780-438-4012

Day Home Educator Anniversaries:

Congratulations!

The following Day Home Educators are celebrating their anniversary with Southgate Medallion Family Day Homes in the month of February:

Humera	Sophia	Sangeeta
8 years	4 years	6 years

Attendance Records– Fax ONCE

Attendance records (time sheets) must be in to the office on
THURSDAY, February 28th

Send your timesheet in once the last child has been picked up.

Look it over to ensure all spaces are filled in properly. Late and incomplete fees will apply.

You may Email your timesheet to : info@southgatemedallion.com and your Consultant



Core Training: Sessions are repeated every 6 months

Programming	Thurs- Feb 21
Ethics and Professionalism	Thurs Mar 14
Location:	7:00 - 3058—106 Street 9:00pm

Congratulations to Kazi Islam for com- pleting Family Child Care Training

**Welcome to the Day
Home Educator
Chelsea Kerfont
who opened her day
home in January 2019.**

[Click here to find the](#)

[Alberta Curriculum Framework](#)

This website shows how to document children's learning including learning stories .



Like us on
[Facebook!](#)

Have a look!
Includes great activity ideas, information on early learning and new providers with the Agency.

Provide Opportunities For Families to Share and Exchange Information with the Child Care Program (Standard 3.2.a)

Parents are the children in our day home's primary care giver and a crucial part of our program. Healthy parent attachment fosters crucial brain development and social-emotional skills for young children (Siegle, 2003). While parents want to be more engaged in their child's day time activities, it is important to honour and value their time away while the child is in the day home. An important way to support this time away is to offer families time to be engaged in your program, help them feel welcomed and seek their expertise to elevate your daily programming.

How to Include Families in the Day Home:

Invite families to share their talents, hobbies and careers. Based on the interests of the children during their play, consider if a family's job or experience can contribute. Example; if a parent is an architect consider asking them to stay one day and build with the blocks or Lego with the children while explaining how this play impacts their career.

Ask families to share information about their family. Children love to learn about what makes families unique. Consider asking parents to share the details of their grandparents and what families address them as, what their homes look like or what their traditions are in the household. Traditions can include Friday night pizza and a movie, Christmas dinner on a day that isn't typically celebrated as Christmas or Sunday pancakes in their pajamas. By understanding what makes children's family special it helps educators support their diverse traditions in the day home.

Share photos. Ask parents to send in a variety of photos to share with the children including baby photos, wedding photos, pet photos, photos of the family or specific members such as the grandparents.

Help parents feel comfortable staying at pick up. During this time parents are welcome to sit on the floor, read books to the children and spend time getting to know their child's peers. It's also a great time to offer an opportunity to share information about the child's day at the day home. If parents find transition times are busy and hard to sit for a chat, welcome them to communicate with you via email or in a communication book.

Ask parents how they want to be incorporated and offer examples. Parents often will share their time to help with extra activities to be presented in the day home. This could include creating labels for the toy bins (perhaps in English and a second language), or sharing a hobby such as wood work. Mentioning at pick up times that you are looking for support may encourage them to volunteer themselves or ask a relative to help out. Refer to each child's yellow sheet for inspiration.

Create a resource kit for families or a lending library. Create a list of local community resources such as Parent Link, Family Futures, and Edmonton Public Library or a list of books to support concerns that often come up.

References: Alberta Child Care Accreditation Standards, December 2013, Siegle, D. (2003). *Parenting From the Inside Out*. New York, New York: Penguin Random House.

Activities to Encourage Cooperation

Cooperative games are games played **WITH** each other and not **AGAINST** each other. When children play cooperatively, they learn social skills to play with others.

Alphabet Body—work in pairs and have children make letters of the alphabet with their bodies

Look At Me—Children stand or sit in a circle. One child stands in middle and says “Look at me! I’m a bird!” (choose an animal) and moves like the animal flapping wings. The others copy the actions. Children take turns.

Silence Silence—Leader says “Silence, silence, no more words” Put finger to lips. Leader does soft actions and the children copy such as wiggling fingers, tapping eyes, and other face parts, rubbing legs, etc...

Copy Cat Train— Leader has children stand in line behind one another and says “ALL Aboard the Copy Cat Train!” Leader does actions to copy such as hopping, turning, clapping, side stepping, walking with hands in the air....and more!



Bean bag toss:

Child holds a container
And other children
throw bean bags into
container. Child tries to
catch the bean bags
with the container.



Exercise with Dice

Make two dice. One has numbers 1-6 on it, the other has actions—run, jump (2 feet), hop (one foot), turn, toe touches, knees up, etc..

Children take turns rolling dice. Do the actions written on the dice and the other one determines how many times you do each action.

Sources: www.meaningfulmama.com and www.weareteachers.com

Ex: 6 toe touches

Reviewing Standards of Care

Standard 1 : Insurance Coverage

All Educators must have current insurance policies. All Educators must be covered by **liability** in the amount not less than \$2,000,000 per occurrence. (Agency liability insurance covers \$5,000,000)

Where the Educator transports children, **automobile liability insurance** coverage must be obtained by the Educator at a minimum of \$2,000,000 per occurrence.

Standard 3: Portable Emergency Records

Educator maintains complete records for each child in care which are taken on all outings. Records include:

Child’s name and date of birth
Parents names, address, home and work phone numbers
Emergency contact name and phone number
And relevant health information including immunization and medical conditions.

Yellow emergency cards must be taken with Educator when going outdoors, even in backyard. Educators must have a **paper copy** with them. Keeping info on a phone only is not meeting the standard

Refer to your [Family Day Home Standards Manual](#) for more information on the 13 standards of care.

Share Your Best Practices

Tell us how you meet the three Accreditation Standards below: Categories are:

Interactions and Physical Environment

Program Planning

Respectful and Supportive Relationships with Families

Share your ideas on how you meet the standards so we can all learn from each other. Submit your written response and /or photos to your Consultant.



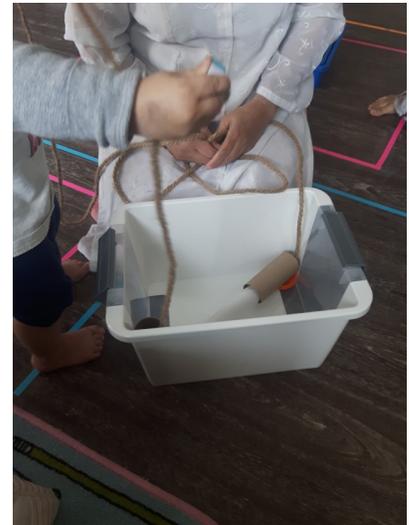
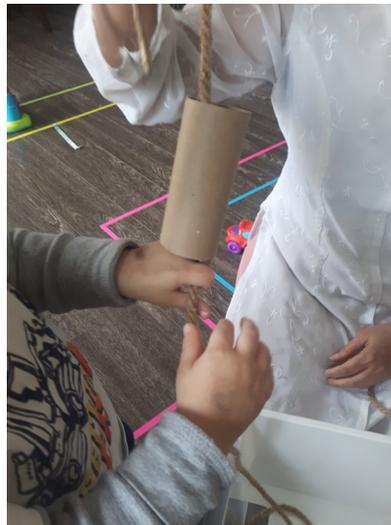
Agnes met an Accreditation indicator for open-ended self-selected play by setting up a painting activity for children to do if they chose to. She taped paper to a table and provided cars and paint and brushes.



Thirosha meets an indicator by displaying children's artwork. She put children's art in frames at children's level in the entry way.



Nery meets an indicator to support a children's emerging social skills by giving them a place to go to calm themselves with books, soft pillows, and nature sounds when they have strong emotions or just a pace to go for quiet play.



Shabina meets a few indicators for offering open-ended play, motor skills, cognitive skills and cooperative play by offering children a rope with cardboard tubes which they strung onto the rope.

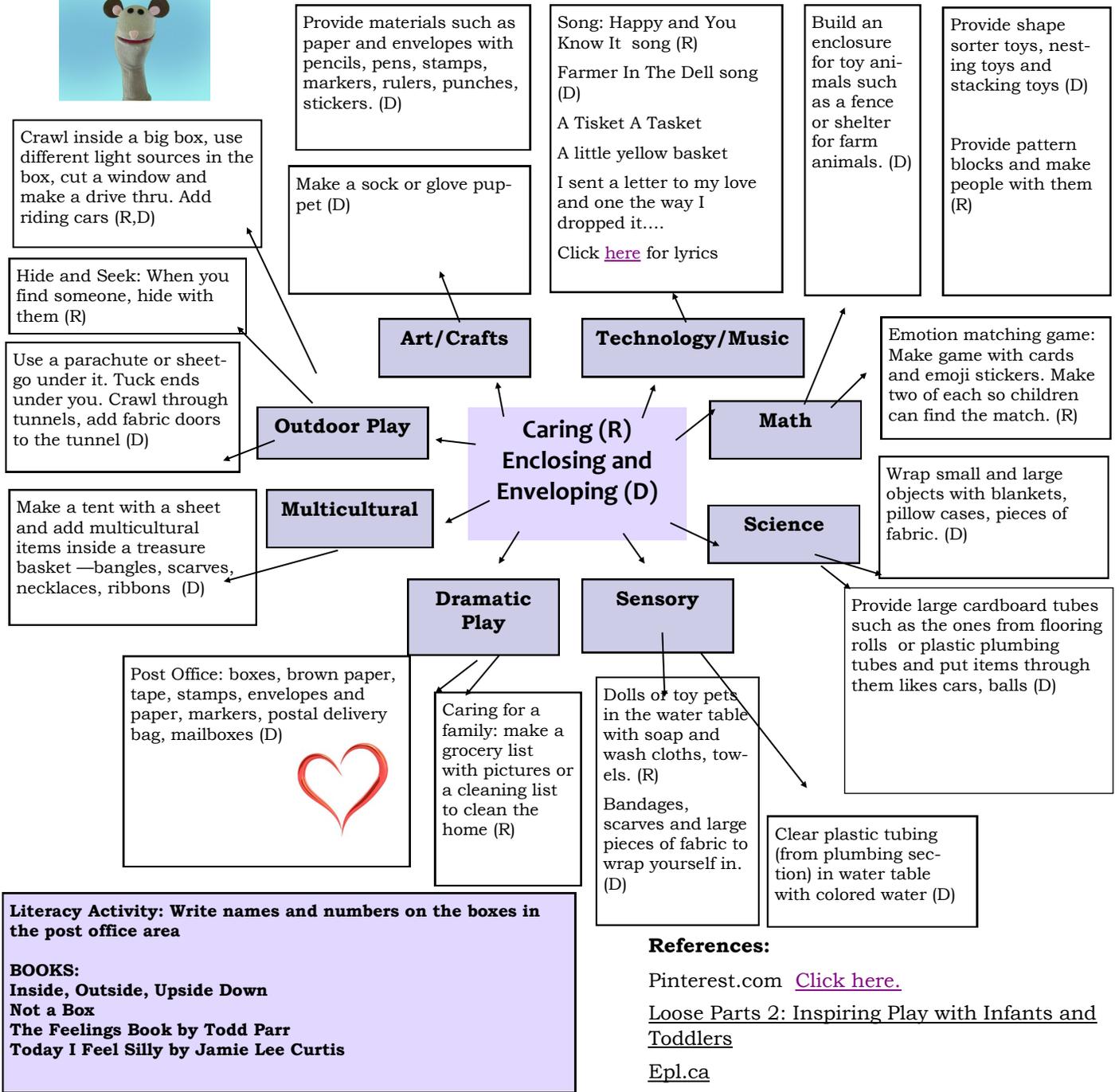
Photo Documentation:

Educator made an attractive wall display to show children's learning!



Source: Pinterest.com

Making a flowchart based on **children's multiple interests** in your group: Look at your written child observations to determine children's interests, add activities to the flowchart that go with each child's interests, write the child's initials beside the activity planned for that child. Add all children's interests/activities to the flowchart so you only need to create one flowchart. It covers all children's interests in your day home.



Determine children's interests for your flowchart by observing children at play:
D asked us to pile leaves on her while she laid on the grass. R was missing her family after they had a long vacation together.