

# Joey's Room Information 6weeks to 2yrs



38 Armstrong Way

Highland Park

07 5596 3005

# Daily Routine

6.30am-9.20am	Arrival, Outdoor activities
9.20am-9.40am	Wash hands, morning tea
9.40am-9.55am	Group time (songs, stories, discussions)
9.55am-10.35am	Activity time
10.35am -10.45am	Sunscreen and Group time (story, music)
10.45am-11.00am	Outside Play
11.00am-11.30am	Lunch time
11.30am-1.30pm	Sleep/rest time
1.30pm-2.30pm	Quiet Activities
2.30pm-2.45pm	Afternoon tea
2.45pm-3.00pm	Sunscreen, shoes, hat
3.00pm-4.15pm	Outside play
4.15pm-5.00pm	Inside activities
5.00pm-5.15pm	Late afternoon tea
5.15pm-6.30pm	Quiet activities

\*Times will vary to meet children's needs. This is a guide for the older children.

\*Sunscreen is applied 20 minutes before outside play.



# About the Joey's Room

Our educators work to establish an intimate, responsive and trusting relationship with each child. Babies need the security of knowing their emotional and physical needs will be met.

Parent communication books are used to include information on your child's day. E.g sleep, meals and bottle times etc. This book can also be used for the parents to communicate with the lead educator about their child and pass on any daily messages.

During your child's time in the room we will help the children develop basic self-help skills such as washing and drying hands, feeding self using utensils, putting on and taking of our own hat, toilet training, dressing ourselves and packing up. We help children develop cognitive skills with experiences such as songs and games to learn: colours, numbers, alphabet and shapes.

We aim to care for your precious baby as you would at home. We ask parents to share their home routines with us on enrolment as well as during daily discussions with you on your arrival and departure or by the communication book to allow us to provide continuity of care for your baby.

Our carefully balanced program provides a full day of age and developmentally appropriate activities as well as plenty of outdoor time to appreciate nature and our environment.

# What to bring

## Water Bottle



## A Hat

(broad brimmed or legionaries)



## Spare Clothes



## Spare Underpants (if toilet training)



## Cot Sized Sheets or Sleep Set



## A blanket (for the colder months)



## A Milk Bottle (Formula or Breast Milk if required)



## A Comforter if needed



Don't forget to name all your belongings,  
so the Educators can ensure that all  
items make their way home again.

Any formula or Breast Milk must be  
in a container with your child's name  
clearly seen. Breast milk must also  
have date it was expressed on the  
container. Formula must be in a  
dispenser with the amount for each  
bottle already divided.

Our purple broad brimmed hats can be  
purchased for \$8 each (Ask an educator to  
write your child's name in the special paint)

# Developmental milestones and the EYLF/NQS

## Birth to 4 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li>• moves whole body</li> <li>• squirms, arms wave, legs move up and down</li> <li>• eating and sleeping patterns</li> <li>• startle reflex: when placed unwrapped on flat surface/ when hears loud noise</li> <li>• head turns to side when cheek touched</li> <li>• sucking motions with mouth (seeking nipple)</li> <li>• responds to gentle touching, cuddling, rocking</li> <li>• shuts eyes tight in bright sunlight</li> <li>• able to lift head and chest when laying on stomach</li> <li>• begins to roll from side to side</li> <li>• starts reaching to swipe at dangling objects</li> <li>• able to grasp object put into hands</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "display delight, encouragement and enthusiasm for children's attempts." (p.22)</p> <p><b>NQS: Areas 1, 2, 3, 5, 6</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li>• smiles and laughs</li> <li>• makes eye contact when held with face about 20cm from face of adult looking at them</li> <li>• may sleep most of the time</li> <li>• alert and preoccupied with faces</li> <li>• moves head to sound of voices</li> </ul>	<p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. "promote children's sense of belonging, connectedness and wellbeing." (p.31)</p> <p><b>NQS: Areas 1, 4, 5, 6</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• bonding</li> <li>• cries (peaks about six to eight weeks) and levels off about 12-14 weeks</li> <li>• cries when hungry or uncomfortable and usually stops when held</li> <li>• shows excitement as parent prepared to feed</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children resource their own learning through connecting with people. E.g. "provide opportunities and support for children to engage in meaningful learning relationships." (p.37)</p> <p><b>NQS: Areas 1, 5, 6</b></p>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• smiles and laughs</li> <li>• looks toward direction of sound</li> <li>• eyes track slow moving target for brief period</li> <li>• looks at edges, patterns with light/dark contrast and faces</li> <li>• imitates adult tongue movements when being held/ talked to</li> <li>• learns through sensory experiences</li> <li>• repeats actions but unaware of ability to cause actions</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children transfer what they have learned from one context to another. E.g. "Develop ability to mirror, repeat and practice the actions of others, either immediately or later." (p.36)</p> <p><b>NQS: Areas 1, 3, 4, 5, 6</b></p>

## Developmental milestones and the EYLF/NQS

### Birth to 4 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Language	<ul style="list-style-type: none"> <li>• expresses needs</li> <li>• cries</li> <li>• when content makes small throaty noises</li> <li>• soothed by sound of voice or by low rhythmic sounds</li> <li>• imitates adult tongue movements when being held and talked to</li> <li>• may start to copy sounds</li> <li>• coos and gurgles</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. "engage in enjoyable interactions with babies as they make and play with sounds." (p.40)</p> <p><b>NQS: Areas 1, 3, 5</b></p>
Seek advice if:	<ul style="list-style-type: none"> <li>• is floppy or stiff</li> <li>• cries a lot</li> <li>• arches his/her back</li> <li>• is not responding to sounds</li> <li>• is not showing interest or responding when played with</li> <li>• is not feeding as expected</li> <li>• is not starting to make sounds</li> <li>• is not responding to familiar faces</li> </ul>	<p><b>NQS: Areas 1, 2, 6, 7</b></p>

# Developmental milestones and the EYLF/NQS

## 4 to 8 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li>plays with feet and toes</li> <li>makes effort to sit alone, but needs hand support</li> <li>raises head and chest when lying on stomach</li> <li>makes crawling movements when lying on stomach</li> <li>rolls from back to stomach</li> <li>reaches for and grasp objects, using one hand to grasp</li> <li>eyes smoothly follow object or person</li> <li>crawling movements using both hands and feet</li> <li>able to take weight on feet when standing</li> <li>watch activities across room - eyes move in unison</li> <li>turns head to sound of voices</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children develop dispositions for learning such as ...persistence... E.g. "Persevere and experience the satisfaction of achievement." (p.34)</p> <p><b>NQS: Areas 1, 2, 3, 5, 6</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li>reacts with arousal, attention or approach to presence of another baby or young child</li> <li>responds to own name</li> <li>smiles often and shows excitement when sees preparations being made for meals or for bath</li> <li>recognises familiar people and stretches arms to be picked up</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children interact verbally and non-verbally with others for a range of purposes. E.g. "are attuned and respond sensitively to children's efforts to communicate." (p.40)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>becoming more settled in eating and sleeping patterns</li> <li>laughs, especially in social interactions</li> <li>may soothe self when tired or upset by sucking thumb or dummy</li> <li>begins to show wariness of strangers</li> <li>may fret when parent leaves the room</li> <li>happy to see faces they know</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "initiate one-to-one interactions with children, particularly babies and toddlers during daily routines." (p.24)</p> <p><b>NQS: Areas 1, 4, 5, 6</b></p>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>swipes at dangling objects</li> <li>shakes and stares at toy placed in hand</li> <li>becomes bored if left alone for long periods of time</li> <li>repeats accidentally caused actions that are interesting</li> <li>enjoys games such as peek-a-boo or pat-a-cake</li> <li>will search for partly hidden object</li> <li>able to coordinate looking, hearing and touching</li> <li>enjoys toys, banging objects, scrunching paper</li> <li>explores objects by looking at and mouthing them</li> <li>develops preferences for foods</li> <li>explores objects with mouth</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children develop dispositions for learning such as curiosity... E.g. explore and "express wonder and interest in their environments"(p.34)</p> <p><b>NQS: Areas 1, 2, 3</b></p>



## Developmental milestones and the EYLF/NQS

### 4 to 8 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Language</b>	<ul style="list-style-type: none"> <li>• enjoys games such as peek-a-boo or pat-a-cake</li> <li>• babbles and repeat sounds</li> <li>• makes talking sounds in response to others talking</li> <li>• copies sounds</li> <li>• smiles and babbles at own image in mirror</li> <li>• responds to own name</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. É.g. "engage in enjoyable interactions using verbal and non-verbal language." (p.40)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li>• is not learning to make sounds</li> <li>• is not responding to familiar faces</li> <li>• is not learning to roll when playing on floor</li> <li>• is not responsive to carers</li> <li>• is not babbling and making sounds</li> <li>• is not playing with feet/swapping objects between hands</li> </ul>	<p><b>NQS: Areas 1, 5, 6, 7</b></p>

# Developmental milestones and the EYLF/NQS

## 8 to 12 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Physical</b>	<ul style="list-style-type: none"> <li>• pulls self to standing position when hands held</li> <li>• raises self to sitting position</li> <li>• sits without support</li> <li>• stands by pulling themselves up using furniture</li> <li>• stepping movements around furniture</li> <li>• successfully reach out and grasp toy</li> <li>• transfers objects from hand to hand</li> <li>• picks up and pokes small objects with thumb and finger</li> <li>• picks up and throws small objects</li> <li>• holds biscuit or bottle</li> <li>• crawls</li> <li>• mature crawling (quick and fluent)</li> <li>• may stand alone momentarily</li> <li>• may attempt to crawl up stairs</li> <li>• grasps spoon in palm, but poor aim of food to mouth</li> <li>• uses hands to feed self</li> <li>• alerts peripheral vision</li> <li>• rolls ball and crawls to retrieve</li> </ul>	<p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "engage in increasingly complex sensory-motor skills and movement patters." (p.32)</p> <p><b>NQS: Areas 1, 2, 3</b></p>
<b>Social</b>	<ul style="list-style-type: none"> <li>• shows definite anxiety or wariness at appearance of strangers</li> </ul>	<p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. acknowledge children's stage of emotional development and support them to develop resilience.</p> <p><b>NQS: Areas 1, 2, 5</b></p>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• actively seeks to be next to parent or principal caregiver</li> <li>• shows signs of anxiety or stress if parent goes away</li> <li>• offers toy to adult but does not release it</li> <li>• shows signs of empathy to distress of another (but often soothes self)</li> <li>• actively explores and plays when parent present, returning now and then for assurance and interaction</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "demonstrate an increasing capacity for self-regulation." (p.22)</p> <p><b>NQS: Areas 1, 5, 6</b></p>

## Developmental milestones and the EYLF/NQS 8 to 12 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• moves obstacle to get at desired toy</li> <li>• bangs two objects held in hands together</li> <li>• responds to own name</li> <li>• makes gestures to communicate and to symbolise objects, e.g. points to something they want</li> <li>• seems to understand some things parent or familiar adults say to them</li> <li>• drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy</li> <li>• smiles at image in mirror</li> <li>• likes playing with water</li> <li>• shows interest in picture books</li> <li>• understands gestures/responds to "bye bye"</li> <li>• listens with pleasure to sound-making toys and music</li> <li>• notices difference and shows surprise</li> </ul>	<p><b>EYLF Outcome 4:</b> Children are confident and involved learners - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. E.g. "Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment." (p.35)</p> <p><b>NQS: Areas 1, 5, 6</b></p>
<b>Language</b>	<ul style="list-style-type: none"> <li>• responds to own name being called, family names and familiar objects</li> <li>• babbles tunefully</li> <li>• says words like 'dada' or 'mama'</li> <li>• waves goodbye</li> <li>• imitates hand clapping</li> <li>• imitates actions and sounds</li> <li>• enjoys finger-rhymes</li> <li>• shouts to attract attention</li> <li>• vocalises loudly using most vowels and consonants - sounding like conversation</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children develop knowledgeable and confident self-identities. E.g. "share children's successes with families." (p.23)</p> <p><b>NQS: Areas 1, 5</b></p>
<b>Seek advice if:</b>	<ul style="list-style-type: none"> <li>• is not responsive to carers</li> <li>• is not babbling and making sounds</li> <li>• is not beginning to sit, crawl, or pull to stand</li> <li>• is not playing with feet, swapping objects between hands</li> <li>• is not interested in holding toys</li> <li>• is not learning to eat solids</li> </ul>	<p><b>NQS: Areas 1, 5, 6, 7</b></p>