

# North Edmonton Family Day Home Agency Parent E-News January 2019



12704 - 101 Street Edmonton, AB. T5E 4E5 – Office - 780-478-3376 - Fax 780-478-3423 - nefdha@hotmail.com

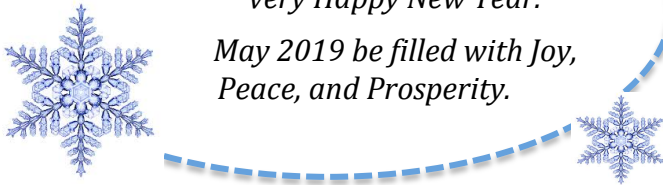
## 2019 Statutory Holidays

Monday	February 18	Family Day
Friday	April 19	Good Friday
Monday	May 20	Victoria Day
Monday	July 1	Canada Day

If you plan to take additional days off to extend a long weekend, you need to let parents using care know in writing at least 2 weeks prior to your planned absence so they can arrange backup care.

*North Edmonton Family Day Home Agency wishes you and your family a very Happy New Year.*

*May 2019 be filled with Joy, Peace, and Prosperity.*



*Children learn as they play.  
Most importantly,  
in play children learn how to learn.  
~ Fred Donaldson*

### Colleen Wettlaufer NEFDHA's Day Home Specialist

Family Day Home Specialist/Supported Child Care  
Child Care Services Licensing  
Children's Services – Edmonton Region  
Government of Alberta  
J.G.O'Donoghue Building  
2<sup>nd</sup> Floor, 7000 – 113 Street  
Edmonton AB T6H 5T6

Tel 780-422-4065  
Fax 780-427-1622

[Colleen.Wettlaufer@gov.ab.ca](mailto:Colleen.Wettlaufer@gov.ab.ca)



2018 tax letters will be hand delivered to your educator in February 2019.

All payments received after the first week of the month will be subject to a \$25.00 late fee.

## A Workshop for Parents and Educators

### Risky Play Program Planning For the Outdoors

Presented by Adrian Merrick  
From the Norwood Child Care and Family Centre

Saturday February 9, 2019  
From 10:00 AM – 12:00 PM  
ACT Rundle Park 2909 – 113 street

**COME DRESSED WARM  
TO GO OUTSIDE.**



## Benefits of Learning Through Play

Experienced educators know that play is one of the most beneficial ways a child can spend their time. Both choice play and guided play can offer great benefits to children.

### Choice Play Vs. Guided Play

Play is fun, flexible, voluntary, and intrinsically motivated; it involves active engagement and often incorporates make-believe. During guided play, a child still experiences the joyful, self-directed choice play aspects, but with the addition of guidance from an adult to insure that a child is progressing toward a specific learning goal.

Play Develops Cognitive, Critical Thinking and Motor Skills – Critical thinking is the ability to analyze and sift through information in order to make sense of it and apply it in the context of the environment. Having a child point out that they always have story-time before naptime is an example of them using critical thinking. Children demonstrate their thinking as they talk about what they are doing.



Physical play helps children develop large motor skills like crawling, running, climbing and throwing. Fine motor skills are developed when a child uses their hands to pick up things with their fingers, write, color, and even button. Stacking blocks a child learns about gravity and balance as well as develops their hand-eye coordination. When a child is able to feed and dress himself, they gain a sense of independence that connects directly to the next benefit of play.

Play Creates Confidence In Children – One of the most important outcomes of play is the development of confidence in even the youngest of children. Without confidence, the ability to take risks and try new things is compromised. As babies, we gain confidence by learning that our needs are important to our parents or other care givers. Young toddlers use adults as their security home base from which to explore and learn and they gain confidence as they uncover the many things they can do all by themselves.



Play and Communication – When a child plays alone or with others, they are developing speech and language skills as well as listening skills. When a child plays alone he will often narrate his actions by talking to himself about what he is doing. When a child plays with others they will communicate purpose and organizational ideas with the other children. Children will assign each other roles and if there is a disagreement the children could be guided to talk through the issue and work on compromise.

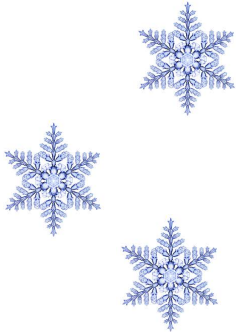
Play and Creativity – Creativity happens when your child's critical thinking and skill development come together to produce something new or different. Pretend play is one of the foundations of a child's world and they begin demonstrating the skill around the age of two. A child may use anything in their world to spur imagination, including common household objects because he has learned symbolism - that one thing can stand for other things. They may use their ability to pretend by using drink coasters or cookies or transforming a stick into a fishing pole.










Play Helps Develop Social Skills – During play-time, children learn to work with others toward a shared goal. One child may lead play, but must learn to be perceptive of others' needs. Through play, children learn to be assertive, negotiate, cooperate, and share. This collaborative skill is important in developing social skills and building friendships. Through play, children learn to work through their emotions.



Please remember to dress your child in outdoor clothing appropriate for the weather. Hats, mittens, winter coats, snow-pants, and winter boots are needed daily as outside play is part of you child's developmental activities.



## Keep Me Home If...

<p>I'm Vomiting</p>  <p>Two or more times in 24 hours.</p>	<p>I have a rash, lice or nits</p>  <p>Body rash, especially with a fever or itching. Lice or nits.</p>	<p>I have diarrhea</p>  <p>3 or more watery stools in 24 hours.</p>	<p>I have an eye infection</p>  <p>Thick mucus or pus draining from the eye.</p>	<p>I have a sore throat</p>  <p>With fever or swollen glands.</p>	<p>I'm just not feeling very good.</p>  <p>Unusually tired, pale, lack of appetite, confused or cranky.</p>	<p>I have a fever</p>  <p>Temperature of 100°(F) or more, (taken under the arm) AND sore throat, rash, vomiting, diarr hee, earache or just not feeling good.</p>
---	--	--	--	--	--	--

Seattle King County Department of Public Health

**When Your Child is Sick:**

1. Have plans for back up child care.
2. Tell your caregiver what is wrong with your child, even if your child stays home.

Following the Alberta Government and North Edmonton Family Day Home Agency's Illness Policy can help limit the spread of an illness and prevent an outbreak.

**Do NOT take your child to the day home if:**

- If your child has a fever.
- If your child has been vomiting during the night or day.
- If your child has had diarrhea more than once during the night or day.
- Educators caring for a sick child can mean that everyone does not get adequate care during childcare hours.
- If your child has a communicable diseases.
- If your child is too ill to go outside during care hours as outside play occurs daily in the day home.
- You maybe asked to take your child to see a doctor because of concerns for the health of a child or other children in care. A note from the doctor stating that your child is able to return to a multi-child care facility may be required before they can be accepted back into care.
- If a doctor prescribes medication your child must take the medication for **24 hours** before retuning to care.
- An educator may choose not to administer medications, depending on circumstances.
- All medications to be given, over the counter and/or prescription, must be in the original container and signed you, the parent, on the Agency medication form **at the beginning of every day**. Medication will be stored in a locking container.
- If your child becomes ill during child care hours, you will be called to have your ill child picked up. If you cannot pick your child within a reasonable amount of time, you **MUST** have another adult pick up the child. This is an Alberta Government Policy.

**Keeping children out of care when they are ill is the best way to decrease the spread of illness.**





Healthy toddler muffins are perfect for breakfast, but also work as a healthy snack. Make one batter and choose from 4 different add-ins, to get a variety of mini muffins.

### Muffin Base

1 1/3 cups white whole-wheat flour (also called golden wholegrain flour)  
3/4 cups of old fashioned rolled oats (jumbo rolled oats)  
3 tablespoons light brown sugar.  
3 teaspoons baking powder  
1 tablespoon of ground flax seeds (milled fax seeds)  
1 small apple – grated with peel  
2 medium eggs  
3/4 cup whole milk  
1/4 cup unsalted butter – melted

Preheat the oven to 375 degrees F or 190 degrees C

In a medium bowl, mix together the flour, oats, brown sugar, baking powder and flax seeds. Fold in the grated apples.

Pour the egg mixture into the batter, and fold together, being careful not to over mix.

Split the batter evenly between four bowls. In each bowl, gently mix in the min-in ingredient. You can adapt the recipe to make 1, 2, 3 or 4 varieties. Adjust the amount of mix-in as required.

Using a cookie scoop, evenly distribute the batter into the mini muffin tin, filling each muffin cup about 3/4 full. For each variety, you should be able to get 6 mini muffins.

Bake for 10 minutes, or until cooked in the middle and a toothpick inserted into the center of the muffin comes out clean. Remove from the oven and allow to cool slightly before transferring to a cooling rack.

[theworktop.com/breakfast-brunch-recipes/toddler-muffins/](http://theworktop.com/breakfast-brunch-recipes/toddler-muffins/)

Apple Cinnamon (enough for 1/4 of the batter)  
1/2 small apple – chopped into 1/2 cm pieces  
1/4 teaspoon cinnamon

Blueberries (enough for 1/4 of the batter)  
1 handful of blueberries

Chocolate Chip (enough for 1/4 of the batter)  
2 tablespoons of chocolate chips.

Carrot and Raisin (enough for 1/4 of the batter)  
1/4 medium carrot – grated  
1 tablespoon of raisins

### *On December the 8th, 2018, Educators had the opportunity to attend “Raised Between Cultures”, presented by Anna Kirova PhD*

The RAISED Between Cultures model, outlines six important factors that when considered by educators both together and independently, can contribute to children’s outcomes.

