

HEALTHY TEETH FOR A HEALTHY START

Did you know...

that keeping baby teeth healthy means that grown-up teeth will be healthy too?

It's important to keep your baby's teeth healthy to prevent cavities. Get **FREE*** fluoride applications for your baby starting at 12 months. Begin healthy teeth habits early.



*Find out if your 12 to 35 month old is eligible for FREE fluoride applications offered by Alberta Health Services.

For more information, call 1-866-408-LINK (5465) or refer to the brochure at your local health centre.

893A (2012.11)



North Edmonton Family Day Home Agency

Parent E-News March 2023



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

2023 Statutory Holidays

Friday April 7 Good Friday - Monday May 22 Victoria Day
Monday July 3 Canada Day in lieu of July 1 - Monday August 7 Civic Holiday Heritage Day

The office will be closed on Easter Monday, April 10.

Back-Up Care

If your Educator is unable to provide care because she has an appointment, family emergency or illness, or wished to take a holiday or a vacation, we will offer you back up care with an available Educator. Age requirements and regulations will still apply, therefore, **back up care with a North Edmonton Educator is not guaranteed.**

- Back-up arrangements for a period longer than a week are normally made two to four weeks in advance. Back-Up arrangements made further in advance have not been found to be practical.
- When a parent reserves a back-up arrangement, they should give notice as follows if they wish to cancel the arrangement: two-week notice for a back-up arrangement of three days or more, twelve hour notice for a back-up arrangement of one or two days. If notice is not given as stated above, the parent will be responsible to pay in full for the back-up arrangement.
- When using back-up, parents need to ensure that pertinent information is shared with the back-up home such as phone numbers, emergency contact info, AHCN, etc.

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
2nd Floor, 7000 – 113 Street Edmonton AB T6H 5T6

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

Colleen.Wettlaufer@gov.ab.ca



Spring is on its way!

March and April are the months we are never sure how to dress our children for the weather. It could be snowing in the morning and warm and sunny in the afternoon. Children most often need hats, mittens and footwear that is waterproof. Please provide extra clothing as outside play often means wet clothes. A pair of splash pants can help you child stay dry. Extra socks are almost always needed for your child to remain comfortable if their socks get wet.

Consultants brought out to your educator, an envelope that included a tax letter, a parent survey and a review of the programming NEFDHA offered educators in 2022. If you did not receive the envelope, please contact the office at 780 478 3376.

We are also looking for your input. Please fill out and return the parent survey. Thank You!

In the month of March consultants will be completing an Annual Review for each educator. Part of the Annual Review is looking at a self-assessment educators completed that highlights trainings, and achievements, from 2022 along with observations consultants made in the home.



Educators also identify goals for the year and with their consultant make an action plan and set target dates to help achieve their goals.

Goals and target dates are reviewed regularly.

Family Day Home Standard for Alberta



This month consultants will be reviewing Standard 12 of the Family Day Homes Standards Manual for Alberta with educators. Standard 12 looks at serving – Meals and Snacks

Standard 12 states: Programs serve meals and snacks at appropriate times, in sufficient quantities and in accordance with each child's needs including allergies and special diets, ensuring that:

- meals and snacks are in accordance with a food guide recognized by Health Canada or Alberta Health;
- menus are made available daily to parent(s) or home visitors/ consultants;
- programs ensure the manner in which children are fed is appropriate to and level of development;
- children should be seated while eating and seated or standing while drinking;
- no beverages should be given to children while napping;
- parent of infants must supply food (including special dietary requirements).

Information from the Parent Handbook.

- Parents of children with severe allergies **may be required** to bring their own food.
- Parents of children who require special diet food or milk e.g. those who are lactose intolerant **are required** to bring their own food or supplements to the provider's menu.
- If children arrive outside regular snack/meal times, it is the parent's responsibility to ensure their child is fed e.g. child arriving at 11:00 a.m. would have missed morning snack, the next opportunity to be fed would be lunch.
- Meals must follow the Canada Food Guide and include all three food groups. The snacks must include two of the food groups outlined in the Canada Food Guide.
- Menus should be made available daily to parents. Parents wishing the Educator to serve breakfast should discuss this request with the individual Educator, including an addition "meal fee" which would be payable directly to the Educator.
- Parents must provide food and formula for a baby until the child is at least one year of age, longer if the child has difficulty with regular table food or where milk is the primary nutrition. Food supplied should be based on the Canadian Food Guide, that is, well-balanced, nutritious meals and snacks. Once the child begins table food, often between 12 and 15 months, parents should expect a transition period, where the parent supplies the food on days when the Educator's menu is not suitable for a child just beginning table foods.

Putting Together a Healthy Meal

Canada's Food Guide can help you make healthy meals.



Step 1: Make half the plate vegetables and fruits. Vegetables and fruits should always make up the largest proportion of the foods you eat throughout the day. Step 2: Make one-quarter of the plate whole grain foods. Step 3: Make one-quarter of the plate protein foods. Choose protein foods that come from plants more often. Plate sizes vary for adults and children.

3 Food Groups

Fruits and Vegetables - Choose a variety of fresh, frozen, dried or canned. Avoid juices, eat whole fruit instead, purchase canned packed in water over syrups.

Grains - Whole grain pasta, whole grain bread, Quinoa, whole grain oats or oatmeal, whole grain cereals, buckwheat, whole grain brown or wild rice, whole grain pita and whole grain crackers, barley, bulgur.

Proteins - Eggs, lean meat and poultry, low fat dairy; milk, cheese and yogurt, nuts and seeds, fish and shellfish, fortified soy beverages, tofu, soybeans and other soy products, beans peas and lentils. **Limit processed foods.**

January 11, 2023

What a Wonderful World, presented by Inspired Minds

This inspiring workshop promoted *Multiculturalism and Diversity in the Day Home*.

Educators were provided a collection of activities to 'plant the seeds of empathy' and help children understand the world around them. 40 educators and staff attended this in person workshop.



February 11, 2023

"Speechified", For Early Childhood Educators

Presenter Sarah Mosaico

In this informative online workshop, we learned how speech and language skills are foundational for emotional, academic and behavioural success.

Educators came away with a variety of activity ideas on what and how to implement in their day home. Where to go for support was also identified. 69 educators and staff attended this online training workshop.

Easy Egg Cups (with Zucchini and Cheese)

Double the recipe to make a full 24 mini muffins! Put these in the fridge to eat all week



- 2 eggs (lightly beaten)

Ingredients

- 1/2 cup shredded zucchini or yellow squash (squeezed very dry and packed tightly to measure; from about 1 medium zucchini)
- 1/2 cup shredded mozzarella or cheddar cheese
- 1 tablespoon grated Parmesan
- 1/4 cup all-purpose flour (or cornmeal)

Instructions.

Preheat the oven to 375 and grease a mini muffin tin well with non-stick spray.

Combine all ingredients into a bowl and mix well to combine. Fill prepared muffin tin with batter, using about 1 tablespoon in each.

Bake for 14-16 minutes, or until the edges are just starting to brown and the tops are firm to the touch. Remove from oven and let sit for a minute. Use a paring knife to help loosen the edges of the muffins if needed. Serve warm or at room temperature.

Stores in the fridge for up to 5 days or freeze for up to 3 months.

Nutrition: Serving: 2muffins, Calories: 73kcal, Carbohydrates: 5g, Protein: 5g, Fat: 4g, Saturated

Fat: 2g, Polyunsaturated Fat: 1g, Monounsaturated Fat: 1g, Trans

Fat: 1g, Cholesterol: 63mg, Sodium: 93mg, Potassium: 61mg, Fiber: 1g, Sugar: 1g, Vitamin A: 170IU, Vitamin

C: 2mg, Calcium: 67mg, Iron: 1mg

Prep Time **10 minutes** Cook Time **14 minutes** Total Time **24 minutes** Author [Amy Palanjan](#)

Supporting Young Children: Help Young Children with Conflict Resolution

<https://www.eccpct.com/Resources/>

Infant/Toddler:

Infants and Toddlers learn through experience. Children learn through trial and error. It is important to provide young children with opportunities to work on their problem solving skills and to offer gentle guidance and encouragement when they are struggling. Jumping in too soon to solve the problem does not allow the child to discover the various skills needed as they grow.

Strategies

Let children know through your calm approach that conflicts are okay and that they can be resolved with help.

Describe each child's facial expressions and make the same expression yourself. This can help toddlers feel more understood.

Name feelings and talk them through the conflict. Calm them with gentle touches and a soft voice. Tell them what you think has happened if they are not able to express it. Listen to them if they can explain.

Teach one word or a sign that each child can practice saying to each other. EG: "Mine" or "please".

Remember that redirecting a very young child to a different activity is often an appropriate response.

Hold an object if it is the cause of the conflict. Remember if you just remove it, you lose an opportunity to teach problem solving. Talk children through problem solving strategies, providing them with choices to the solution, acknowledge when they solve the problem. "You found another toy to play with while you waited for your turn. You solved the problem."

Preschool:

An important skill for successful social interaction during the preschool years is being able to resolve conflicts. When teachers and parents nurture the development of conflict resolution skills, they are providing the child with the ability to resolve situations before they spin out of control. These skills are essential for developing and maintaining relationships with others. How well these skills are learned during childhood will influence the type and quality of the relationships that the child forms throughout his/her life. Steps in problem solving include: controlling emotions, identifying the problem, working out a solution or solutions and then trying the solutions out.

Strategies

When conflict arises, approach the situation quickly and calmly, stopping any hurtful behavior or language. It is important to remain calm so that the situation does not escalate. Use a calm, soft voice and position yourself at eye level with children.

Listen to all sides of a conflict. Rather than solving the problem for children, help generate ideas of how they might solve the problem. When a solution is determined, confirm the plan they have agreed to, repeating it back to them. Then encourage the children to try the solutions. They will learn as much from failure as success.

Encourage children to be problem solvers. When children come to a teacher/parent for help, ask them to put on their problem solving cap & work with them on possible solutions. Have children use their imaginations and pretend play on how to figure the problem out.

Teach problem solving skills. Use this consistently to help children learn to resolve conflicts on their own. Have children discuss the problem, while guiding them towards solutions.