



ST ANNE'S LONG DAY CARE CENTRE  
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*Celebrating 13 years of Early Childhood Education at St Anne's  
 since 27th January 2010.*

*The St Anne's website "revamp" is taking a bit longer than I thought....  
 BUT it's on its way!! Promise!!*

Dear Families,  
 Sincere apologies—I am running very late with Newsletter 5—it should have been published in May and we are now nearly to the end of June! I am aware however, that I have sent you several "news items" over the last month including asking for your help in reviewing our practice against the National Quality Standards. We are now up to National Quality Area 6 *Collaborative Partnerships with Families and Communities*, ... then....only one more to go, National Quality Area 7 *Governance and Leadership*.

A huge thankyou for your help!!

July is nearly here and there are 3 important happenings in the month of July:

- NAIDOC WEEK
- THE FEAST OF ST ANNE
- POLICY REVIEW MONTH

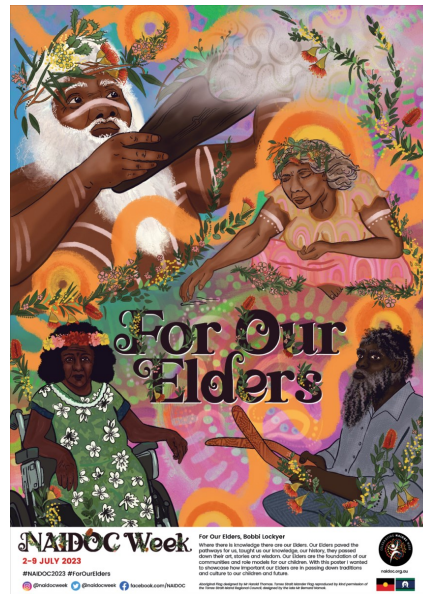
It is never dull in an educative environment such as ours....there is always something to attend to or to celebrate....not to mention your wonderful children that we all work with on a daily basis....how lucky are we?! Children's centres, albeit busy, are uplifting places to work!

THANKYOU for being part of St Anne's!

*Yours as we educate and care for children together,  
 Narelle Dewhurst. CENTRE DIRECTOR.*

The Policy Index will be sent to you at the start of July as well as the St Anne's PHILOSOPHY statement. We would really appreciate your help in reviewing any policy you might be particularly interested in (just ask Narelle or Alison for a copy) AND the PHILOSOPHY statement.

**NAIDOC WEEK 2023**  
**2—9 July**



*"Where there is knowledge there are our Elders. Our Elders paved the pathways for us, taught us our knowledge, our history, they passed down their art, stories and wisdom. Our Elders are the foundation of our communities and role models for our children."*

NAIDOC Week (**National Aborigines and Islanders Day Observance Committee**) occurs annually in July, and celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

*Embedding Aboriginal and Torres Strait Islander perspectives in our work with young children is a shared responsibility of all professionals working in early childhood educational settings, regardless of whether Aboriginal and Torres Strait Islander children and families are enrolled in the service or not.  
 (Ref: Early Years Learning Framework)*



*Feast of St Anne—Wednesday 26 July*

The Catholic Church assigns one date out of the year for each and every canonised saint — known as the saint's *feast day*.

# Pebbles is open!



.....well maybe not every day but 3 is better than none!

Welcome back to Stephanie Wilkinson and Amee Wright, both back from Maternity Leave enabling us to open the Pebbles Room again Monday, Tuesday and Wednesday, with small groups of children on each day.

The Pebbles Team.....



Stephanie  
Tues/Wed



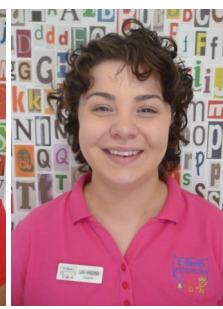
Amee  
Tuesday



Deb W  
Mon/Tues



Deb L  
Monday



Lara  
Monday



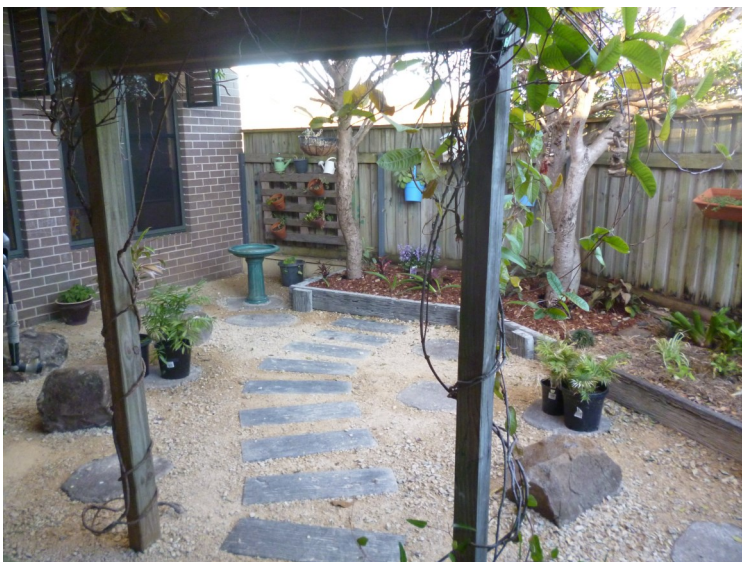
Hayley  
Wednesday

*In our St Anne's Nursery (Pebbles and Pippies Rooms) the Educators' interactions with your children are influenced by theories of 'infant education' by Emmi Pikler, Magda Gerber, and Maria Aarts and the Marte Meo approach. Such approaches include practices such as...slowing down...personal care rituals as opposed to 'rushed routines'...being in the moment with the children, believing that no one part of the day is more privileged than another—ALL moments in the day are important and valued! The day is much more than feeding and nappy changing!*

## REFURBISHED 'QUIET GARDEN' SPACE

We are so pleased to have a "new" quiet garden space for the children to meander through, sit in, be peaceful in, feel nature and garden in, a place to just "be".

The refurbish was carried out by our gardener Paul Crandell who is the business owner of *Addicted to Gardening*. Paul and his builder dad, Terry Crandell, have done a very good job for us!



We are also thankful to the NSW Department of Education (Early Childhood) and funding available to Long Day Care Centres to ensure quality early childhood education programs are delivered by qualified Educators and Teachers based on the Early Years Learning Framework.



# Types of play as your child grows

Children love to play because it's fun—but it's also vital to a child's healthy development. In fact, during play, children learn and practice key social, cognitive, organisational, physical, and emotional skills, including creativity, imagination, and problem-solving. The benefits of play are progressive in nature, meaning that the skills kids develop during their fun and games build upon each other.

Seemingly simple activities like rolling a ball back and forth with a sibling or putting on a costume hone skills like learning to take turns, fine motor skills, proprioception (awareness of the body in space), and getting along with others. Influential sociologist Mildred Parten was an early advocate for the benefits of play. Her work described six essential types of play that kids take part in, depending on their age, mood, and social setting, and explained the ways that children learn and interact with each other during play.

*Descriptions and typical ages that each stage of play emerge are included below. However, every child develops at their own pace and may engage in these types of play earlier or later. Plus, while these stages are progressive, they often occur simultaneously and stick around while new stages come about.*

**Unoccupied Play** - Unoccupied play primarily occurs in infants, from birth to three months. This is the first stage of play, and to the untrained eye, likely doesn't look like play at all. However, infant activity of observing their surroundings and/or displaying random movements with seemingly no objective is actually unoccupied play. Despite appearances, this definitely is play and sets the stage for future play exploration.

**Solitary (Independent) Play** - Solitary play is just what it sounds like—your child playing alone. This type of play is important because it teaches a child how to keep themselves entertained, eventually setting the path to being self-sufficient. Toys for independent play can be anything that babies, toddlers, or pre-schoolers play can play with on their own, such as stuffed animals, blocks, toy figures, dress-up costumes, noisemakers, play "tools," dolls, push toys, and books.

**Onlooker Play** - Onlooker play is when a child simply observes other children playing and doesn't partake in the action. Your child may watch what you or other adults are doing as well. Onlooker play is typical for children between two and three years old and is especially common for younger children who are working on their developing vocabulary. Don't dismiss the importance of this stage, which builds on the previous ones. It's a healthy form of learning through play and part of your child's play journey.

It could be that the child feels tentative, needs to learn the rules, and/or maybe is the youngest and wants just to take a step back for a while to watch before joining in play with others. Watching helps them gain confidence and learn the framework for future stages of play. During onlooker play, by observing and possibly mimicking the play of others, your child is building their own skills.

**Parallel Play** - Put two 3-year-olds in a room together and this is what you are likely to see: the two children having fun, playing side by side in their own little worlds. It doesn't mean that they don't like one another, they are just engaging in parallel play. This type of play begins around age two and differs from playing together in that neither child tries to influence the play of the other.

**Associative Play** - Slightly different from parallel play, associative play, which commonly begins between ages three or four, also features children playing separately from one another. But in this mode of play, they are involved with what the other is doing—think children building a city with blocks. As they build their individual buildings, they are talking to one another and engaging each other but primarily working on their own. Typically, this form of play phases out by age five.

**Cooperative Play** - Co-operative play is where all the stages come together and children truly start playing together. Typically occurring between four and five years of age, this is the predominant type of play seen in groups of older pre-schoolers on, or in younger pre-schoolers who have older siblings or have been around a lot of children. However, the earlier stages of play will still be used to varying degrees by these children at other times as well. Co-operative play uses all of the social skills your child has been working on and puts them into action.

**Other Types of Play** - While the above stages are important and vital to your child's social development, there are other key types of play that also contribute to a child's development. These kinds of play usually show up once a child begins to engage in cooperative play and include the following: *Competitive Play, Constructive Play, Dramatic/Fantasy Play, Physical Play and Symbolic Play.*

Read the full article for greater explanations of each type of play by taking a look at the website below:

Rock, Amanda (2021). *11 Important Types of Play As Your Child Grows* Retrieved from [verywellfamily.com/types-of-play-2764587](https://www.verywellfamily.com/types-of-play-2764587)



## BANANA BLUEBERRY &amp; COCONUT LOAF



PREP 15 min | COOK 1 Hour | SERVES 24

2 1/4 cups (340 grams) **wholemeal (wholewheat) flour**

2 teaspoons **baking powder**

1 teaspoon **cinnamon, ground**

pinch **salt**

1 cup (170 grams) **brown sugar**

2/3 cup (170 ml) **sour cream**

1/2 cup (125 grams) **butter**

1 teaspoon **vanilla extract**

3 **eggs**

3 **bananas, mashed** (approx. 2 1/4 cups) PLUS 1 **banana** sliced, to decorate

1 cup (125 grams) **blueberries** (fresh or frozen)

3/4 cup (70 grams) **shredded unsweetened coconut**

## METHOD:

**Preheat** oven to 170c and line a large loaf tin with baking paper. **Set aside.**

Sift flour, baking powder, salt and cinnamon into a large bowl. **Set aside.** Using an electric mixer on medium-high speed, beat brown sugar, sour cream and butter in a large bowl until light and fluffy (approx. 4 minutes).

**Add** vanilla and beat for 1 minute.

**Add eggs**, one at a time. Beating well after each addition. **Reduce speed to low**, add flour mixture and mix until just combined.

**Add** mashed banana, blueberries and coconut and mix until just combined.

**Pour batter** into prepared tin and top with sliced banana.

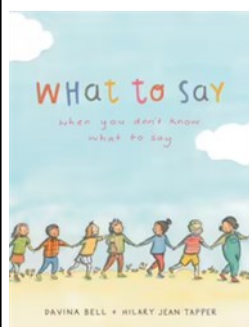
**Bake** for 1 hour or until a skewer inserted removes cleanly. If your loaf is browning too quickly before cooking through, simply pull the loaf out of the oven, cover with aluminium foil and return to the oven for the remaining cooking time.

Allow to loaf to cool for 15 minutes before placing on a wire rack to cool completely. Enjoy!

**PLEASE WATCH OUT FOR EMAILS ABOUT:**  
**\*Picture Product Orders**  
**and**  
**\*Plans for 2024**  
**(What days would you like for your child next year?)**

## BOOK REVIEWS

## WHAT TO SAY WHEN YOU DON'T KNOW WHAT TO SAY



*A warm and whimsical guide to negotiating life's little moments and big emotions with empathy, kindness and words from the heart.* Each page presents a situation that might be alarming, scary or confusing to a child: a new home, a hospital visit, a dark night, a death, a room full of strangers. Alongside each situation is an accompanying phrase that may help, for example, 'I don't know anybody, what's your name?'



## THE NOT SO FRIENDLY FRIEND

*How can I help my child deal with a bully?*

*What do I teach them about handling an on-again-off-again, not-so-friendly friend? My advice to "just be kind" isn't helping, and my child is still hurting.*

Christina Furnival, a licensed mental health therapist and mum, helps answer these questions in this charming and engaging rhyming story about a young child who successfully navigates the complexities of an unkind peer relationship.