

Sallywags

Sprouts

IN HOME CHILDCARE



Nurturing Children for Life

PARENT PACK

What are the benefits of Homebased Childcare?

Sprouts allow all its parents to:

- Choose** their Educator from a selection we provide.
- Choose** an Educator close to their own home or work
- Choose** an Educator they are happy to leave their child/ren with.
- Choose** the hours they need to have their children cared for.
- Choose** to view and make recommendations relating to regular audit reports about Educators, Co-ordinators and Sprouts.
- Choose** to apply for a WINZ subsidy.
- Choose** to have their children minded whether the parent works, studies or stays at home.

Parents returning to work or study

If you as a parent intend to go back to work or study in a few months, you will find it is a good idea to start your children in childcare for one day a week to get them used to it. Then, when it is time for you to increase your work or study hours, your children will easily cope with the transition.

Your children

You as a parent can be assured that your children will feel safe, secure and comfortable in a supervised environment. You will know that your children's Educator will be alert to the health and welfare of your child/ren and responsive to your children's needs and interests.

You will be impressed by the high standard of cleanliness at the homes and children are instructed in health and hygiene as part of the Education programme.

Our Co-ordinators who supervise our Educators regularly conduct random visits to the Educator's home.

Education Programme

Under the guidance and support of their Coordinator, who is an experienced early childhood teacher, our Educators use the New Zealand Early Childhood Curriculum – Te Whāriki, to plan individual educational programmes for the children in their care.

Te Whāriki, founded on the following aspirations for children: to grow up as competent and confident learners and communicators, healthy in mind and body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Te Whāriki – The Infant
Te Whāriki – The Toddler
Te Whāriki – The Child

The special characteristics of Sprouts In-home Childcare Educational Programmes

1. Your child learns alongside other children of mixed ages.
2. The small group size (max 4, including the Educator's own pre-school age children) means an individual learning programme can be designed to build on your child's interests, strengths and needs as determined by you, your Educator and your Co-ordinator.
3. Your child is given opportunities to play and learn in centre based programmes such as enrolment in kindergarten, Playcentre, kindy gym, mainly music and playgroup, all is an encouraged and integrated part of Homebased care
4. A written report about your infant and toddler's daily activities, sleep times and food eaten is kept in a home notebook.
5. Each child has their own journal, in which Educators record children's interests and strengths, contribute photographs taken while in care and samples of artworks.
6. If your child has special needs, Sprouts works alongside specialist community services to achieve the best outcomes for him / her.
7. Regular visits into the community are important everyday learning opportunities for your child. These can include supermarket shopping, visits to other homes, walks to the park, primary school events, library visits and local neighbourhood developments such as building and road construction.
8. Regular educational excursions are planned to places such as the fire station, farm, the zoo, interactive science exhibitions and the postal centre.
9. Your child has opportunities for quiet and active play, individual and group play and indoor and outdoor play, all within a flexible, broad-based programme. This programme fosters exploration and discovery and meets health and wellbeing needs such as adequate undisturbed rest, warmth and cuddles and self care and hygiene.
10. If you are making a choice about childcare in a home or in a centre, Sprouts offers the "best of both worlds".
11. Personal, informal care within a small group family setting and enrolment in regular centre programmes of your choice, in the community you live in.

The Role of your Co-ordinator

Your Co-ordinator:

- Must hold at least a Diploma of Teaching in Early Childhood Education
- Must contact each Educator at least once per fortnight and visit each Educator at least once per month
- Must take all reasonable steps each month to observe each child participating in the service while that child is receiving education and care (e.g. this may be on visits, at playgroups, or on trips).

Sprouts require Co-ordinators to:

- Make planned and random visits to Educators homes each month
- Make more visits to Educators homes if the Educator is new to the service or deemed to need more support
- Co-ordinators have been allowed 1 hour per Educator visit
- Visit new children in care within their first week of starting

What to expect on your co-ordinator's visit:

Co-ordinators are there to support you in your work with children. Their role is to:

- Provide you with advice and guidance on how to always meet the MOE licensing criteria
- Provide you with advice and guidance on how to document children's learning. They will read through the children's journals with you and the children on their visits. They will sign and date these.
- Provide you with advice and guidance regarding goals (for those who have been with Sprouts for over a year).
- They will write a monthly visit note for you after each visit. This will provide you with a wonderful record of achievements.
- On their visits they will interact with both you and the children. They may observe the children as you work with them and write up a learning story for the child/ren's journals.
- Share up-to-date information about the service, trips, new regulations etc...

Other Information for Your Interest:

- At Sprouts a full-time Co-ordinator has a number of Educators they visit.
- Co-ordinators conduct all enrolments for their own service.
- Co-ordinators interview and induct new Educators to our service.

- Co-ordinators plan, organise and attend Sprouts trips. These are held once per month
- Co-ordinators organise and run Sprouts playgroups.
- Co-ordinators maintain contact with parents and whānau
- Each Co-ordinator handles any concerns, problems within their own service
- Co-ordinators organise resources for their service
- Co-ordinators organise and attend educator workshops
- Co-ordinators attend professional development
- Co-ordinators attend meetings: A Co-ordinator team meeting; an individual one on one meeting with the senior regional manager. These meetings ensure the smooth running of Sprouts. If Educators suggest ideas these are taken to one or several of these meetings for approval.

Your Co-ordinator has a very diverse role, with their ultimate goal being to ensure that:

- Every Educator, child and family feels respected and valued
- Sprouts provides quality care and education for all
- Sprouts abide by the MOE licensing criteria.



How much will it cost?

Fee Schedule

Please contact your local Sprouts office for our current fees schedule

*Fees are to be paid one week in advance and are due on the first day of care each week.

*Fees are calculated to the nearest quarter hour.

*Fees may be increased with one months notice. You will receive notification by newsletter.

Please note

If your educator is unavailable for any reason you can arrange care with a friend or family member (and will not be charged). Sprouts can arrange an alternative educator for you at your request. If care is requested you will be charged the normal fee whether care is used or not.

20 Hours free childcare

Frequently Asked Questions (FAQ)

Q. Will my 3 or 4 year old get 20 hours per week free childcare if he/she is enrolled with Sprouts?

A. Yes.

Q. My child's kindergarten said she will need to enrol with them to receive her 20 hours per week free childcare. Does that mean she will not get the free care with Sprouts as well?

A. To get 20 hours a week free childcare with Sprouts your child will not be able to enrol for 20 free hours at kindergarten as well. You will need to pay her kindergarten session fees as you have done in the past, if you want 20 hours free care with Sprouts or you can share your 20 hours between Sprouts and your kindergarten.

Q. Does Sprouts 20 hours care include the hours she is at kindergarten sessions

A. No. However her educator will still take her to kindergarten and pick her up if you require, at a cost of 72 cents per kilometre.

Q. Can I enrol my 3 or 4 year old with Sprouts for 10 hours per week free care and with the kindergarten for 10 hours per week free care?

A. Yes

Q. I work 40 hours per week, can I still apply for a Work and Income Childcare Subsidy for my 3 or 4 year old?

A. If your child is enrolled with Sprouts for more than 20 hours you may apply for a Work and Income Subsidy, for any hours over and above 20 hours per weeks. If your child is enrolled for less than 20 hours per week with Sprouts you may still apply for a Work and Income childcare subsidy.

Q. If my child turns 3 will he/she get 20 hours free childcare?

A. Yes, once your child turns 3, every child who is enrolled with Sprouts for 20 hours or more, will not be charged for 20 hours childcare per week. (Providing an attestation form has been completed and returned to the office).

Q. Will there be any extra costs to me if my child receives 20 hours free childcare per week?

A. No extra costs will be charged. Sprouts will continue to provide free excursions, playgroups and resources to your child, just as we do for all enrolled children. You will need to continue to provide your child's daily food requirements nappies etc.

Q. Is there a waiting list for childcare spaces?

A. We will tell you if we don't have a space so that you can try another service. If you choose to, we will phone you when a space becomes available, but we will not hold childcare spaces for anyone, unless an educator agrees to do so.

Q. If I enrol my 3 or 4 year old at kindergarten for 20 hours a week and Sprouts for 20 hours a week will I get both services free?

A. No. You will have to choose one or the other for your free 20 hours. The other will need to be paid for. In this case you should choose the service which charges the highest hourly rate to enrol in for the free childcare.

Q. Does my 3 or 4 year old need to attend kindergarten as well as Sprouts?

A. No. Sprouts values activities such as kindergarten sessions for 3 and 4 year olds, but your child will get all the group sessions he/she needs without attending kindergarten within Sprouts. We provide (at no extra charge) playgroups, educational excursions, gym, Playcentre, visits to the park and other educator's homes.

Details of the amount and details of the expenditure of any Ministry of Education funding received by the service are available at the Sprouts Regional Office, Napier.

What makes Sprouts different?

Our Educators are aware they have one of the most important jobs in society – caring for your child!

All our Educators comply with the Ministry of Education Homebased Care regulations, which relate to the safety and suitability of their homes and their childcare practices.

Check

Sprouts conducts careful and extensive interviews as well as reference checks and police checks.

Qualifications

All our Educators have a first aid certificate.

Education Programmes

Sprouts strict Educator guidelines include:

- All our Educators must have childcare experience.
- We only employ Educators we would feel confident leaving our own children with.
- Each Educator may only care for a maximum of four children (including their own) under the age of six years.
- Only two of the children cared for can be under the age of two years.
- Children cared for consist of mixed age groups to encourage interaction between children of different ages.
- All our Co-ordinators are qualified teachers in Early Childhood education.

Frequently Asked Questions

Q. What sort of facilities do Sprouts provide for my child?

A. Sprouts facilities provide the best possible indoor and outdoor environments for children in a Homebased situation.

Q. Do you care for children with special needs?

A. Yes. Come and talk with us to feel assured and to put your mind at rest.

Q. How long and how often can my child be cared for by their Educator?

A. Flexibility is the key to meeting our parent's needs. We provide a wide range of options including full-time, part-time and flexible care.

Q. Can you provide childcare for parents who do not work?

A. Yes.

Q. How old do children need to be to be cared for?

A. Birth to five years.

Q. Do you provide childcare to meet the needs of University students?

A. Yes

Q. Am I entitled to a Work and Income (WINZ) subsidy?

A. You may be entitled to a WINZ subsidy but we need to obtain further information from you. See enclosed table or phone us on **06 85 86 214 or 0800 777 68.**

Q. What childcare services are available over the Christmas Period?

A. Some of our Educators are available, but childcare cannot be guaranteed over this period. However, all efforts will be made to place your child/ren with an Educator if required. For further details contact us on **06 85 86 214 or 0800 777 688**



PACKING YOUR CHILD'S BAG

When you take your child/ren to your Educator's house, please pack the following items, if needed

- ✿ Nappies
- ✿ Wipes
- ✿ Bottles
- ✿ Formula
- ✿ Favourite comforter, toy or blanket
- ✿ Lunch box with food for the day, drink bottle
- ✿ Two or three changes of clothes
- ✿ Autumn/Winter : Socks, shoes, warm clothing and a jacket
- ✿ Spring/Summer: Sweatshirt, sunscreen, sunhat and suitable footwear

Thank you



Transitions

A transition is when a person makes a change from one event to another. When a child is dropped off at their new educator's home, the change between being with their parent and being left with their educator is a 'transition'. A 'transition' is also any change which happens during the day. For example when they stop playing to have lunch, when they leave the house to visit the park, or when their parent picks them up at the end of the day. Children in home based care also sometimes go to an alternative educator when their normal educator is unavailable. All of these changes are known as transitions.

To ensure any transitions are smooth and positive adults need to plan how these will be handled. Children need time to adjust to new environments and when expected to change from doing one thing to doing another. Imagine as an adult being deeply involved in baking a cake, then someone else comes in and says, "O.K., we are going for a walk now." How would you feel? You haven't had time to finish what you were doing, you feel no sense of completion, you have had no warning so haven't had time to adjust to the change. This is how children can feel when adults impose a 'quick' change on them without thinking through how this change will affect the child. It is better to ease children through a transition.

Settling children into a new care environment can be a positive experience for all those involved if planned for carefully. Children need time to develop warm trusting relationships with their educators. They need to form an attachment with their educator. An attachment is the feeling we have for special people in our lives that makes us feel happy and content and provides us with comfort and security when we feel apprehensive. Putting time and effort into allowing a child to form a secure attachment to their educator cannot be over-emphasised. Children who form secure attachments with their educators are more likely to explore the new environment and form positive relationships with other children in the educator's home. Educators and parents can help children adjust to their new environment, by carefully thinking through ways they will handle the settling process. This process will be easier when adults consider the child's feelings and follow a child's cues.



Discuss changes with children before they occur so children feel safe and reassured.



Settling Children Into Their New Home Based Care Environment



“To ensure the settling in process is a smooth and positive experience requires careful planning, time and open communication between parents and educators. Positive settling in experiences make everyone feel secure and happy.”

Suggestions for educators

- ◆ Encourage parents to visit you with their child before care begins, preferably when other children aren't in care so you can focus on the child. On the visits let the child come to you in their own time. Be warm, smiling and friendly and have some interesting things to do or play with.
- ◆ A child may like to do a certain set of things, in a set order, before they feel happy for their parent to leave. For example a child may like to put their bag in a certain place, play a certain game or read a certain book when they first arrive. They may like to wave goodbye to their parent through a window. These little patterns are called 'rituals'. Rituals can also be used when parents pick their children up. For example the educator can get children to help pack their bag and place it by the door, wash their hands and face etc...
- ◆ Showing the child where they can put their belongings, making conversation about their clothes, or the toys/books they may have brought with them from home will help a child settle more readily.
- ◆ Encourage parents to bring a special item along from home that you can talk about and share with the child when the parent is about to leave. Ensure this item is available to the child at all times as children often use these items as a comforter and link to their parent.
- ◆ Infants enjoy physical contact so cuddle infants as their parents leave. Play and interact with the child until he/she feels secure and happy.
- ◆ When a child comes into alternative care, welcome the parent and encourage them to stay until they feel happy to leave their child.
- ◆ Look through and talk about the child's photo album.
- ◆ Ensure you spend plenty of time developing a positive, warm and trusting relationship with the child. Spend lots of time talking, being in close proximity, encouraging, engaging in activities and having fun.
- ◆ Observe the child closely so you can see when a child is showing signs of missing their parent. Step in and engage the child with a fun activity.
- ◆ Allow the parent time to greet and connect with their child when they return to pick their child up.

Settling Children Into Their New Home Based Care Environment



Reassure children by being positive and reassuring. Welcome parents and spend time getting to know them.

Interact with children in playful and caring ways.



Enjoy and ensure you spend one-to-one time with children.



Provide lots of different activities.

Suggestions for parents

- ◆ Spend time at the educators home before care begins so your child can become familiar with the setting and the educator. When a child sees their parent at ease with the educator in the educator's home they are more likely to feel at ease.
- ◆ Talk to your child about what is happening. Share information about the educator's home, other children in care. Talk positively about the experience.
- ◆ Provide a photo album with photos of yourself, the child, their home, pets, siblings etc...to share with the educator.
- ◆ Leave your child for a short amount of time on the first day so your child knows that when you say you will be back soon, you will.
- ◆ Let your child know when you are about to leave and say that you will be back soon. Once you leave don't return as this makes it harder on your child and you.
- ◆ If your child likes to go through a certain ritual before you leave ensure you allow plenty of time for this. For example they may like you to read them a story or complete a jigsaw puzzle with them before you leave.
- ◆ Greet your child warmly before engaging with the educator when you return to pick him/her up.
- ◆ If your child goes to an alternative educator for a day, go a little earlier so you can spend time in the new setting. This way you can reassure your child and yourself of the new environment.

Firstly and most importantly

- I learn to be away from you - my parents - and this may take me sometime.
- I learn to work with other adults.
- I learn to work with a small group of children
- I learn to work with a large group of children
- I learn to work alone
- I learn to share and co-operate
- I learn simple rules and routines
- I learn to complete a task or activity
- I learn to question and answer
- I learn to be independent but not afraid to ask for help
- I learn to select and choose
- I learn to share my family and experiences with others

I need to learn all of these skills to grow up to be a happy healthy confident adult



What do I
learn at
Sprouts?



Phone: (06) 85 86 214

Free Ph: 0800 777 688

Before I can learn to
READ
I need to know:

- What a book is
- That it contains words and pictures
- That these words are what is read
- That a book has a
 - beginning and end
 - a front and back
- I may begin to understand that reading (and writing) is done from left to right, top to bottom and that each printed word represents one spoken word
- I need to learn to love and care for books in order to want to read
- I may not learn all these pre reading skills before I am five but I will learn some of them
- My language and listening skills grow with lots of stories, poems, singing, puppets, games and music

Before I can learn
MATHEMATICS
I need to know:

- The names of numbers
- Be able to say them in the right order
- Match each number with the correct amount of things
- Know the names of shapes and colours and be able to match them
- Put things that are alike into sets (groups)
- Learn that things can be put in order e.g. from smallest to biggest
- Learn about size - in, on, behind, through
- Learn that things are constant - e.g. water in a tall dish is still the same in a flat dish

REMEMBER —
I will learn at my own rate and
this may be faster or slower
than others

Before I can learn to
WRITE
I need to know:

- Know what happens when I put pencils or paint onto paper
- Be able to hold a pencil or pen comfortably
- Have time to firstly scribble, draw circles, and make shapes before I am able to draw things or letters. This may take me a long time
- Enjoy drawing and painting in order to learn to write
- Learn about letters and words (e.g. my name) - how they are formed and what order they go in
- I need you to praise and encourage me even if you cannot see what I have created
- I'll need lots of practice, plenty of paper, paint and pens

All the activities I get at Sprouts in-home Childcare are provided to allow me to develop my curiosity, my imagination and through my enjoyment my concentration. Talk to me about them and my language will grow too.

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