

# Ontario Early Years Centre

## Monthly Newsletter



Volume 7, Issue 10 June-August 2010

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### Ontario Early Years Centres



*A Place For Parents And Their Children.*

#### Helping Children Build a Solid Foundation

**CROW** is dedicated to supporting and strengthening childcare, family life, child development and community links in Lanark County

Website: [www.crowoeyc.ca](http://www.crowoeyc.ca)

Children’s Resources on Wheels is a United Way Member Agency.



Confused about kindergarten? You’re not alone! First step is to check with your school as there are 3 options, depending on the school your child will attend.

The options are:

- Regular Kindergarten – alternate days, same as before
- Early Learning Program (E.L.P.), also known as Full Day Kindergarten – 5 days a week with new curriculum
- Ready to Learn (Catholic Board) –alternate days,one day with Kindergarten teacher, one day with Early Childhood Educator (ECE). You must register separately for each (Kindergarten and ECE)
- Ready 2 Learn (Public Board) - alternate days,one day with Kindergarten teacher, one day with Early Childhood Educator (ECE). You must register separately for each (Kindergarten and ECE)

Check our website [www.crowoeyc.com](http://www.crowoeyc.com) for more detailed information – Look in the Announcements page under Community Announcements and go to the School Programs for 4 and 5 year olds in Lanark County

**Please Note:** There is a recall on some children’s products – Tylenol, Benedryl, Motrin. Following are two links to check to see if you have any of the recalled products:

- <http://bring.search.sympatico.ca/?q=recalls&mkt=en-ca&setLang=en-CA>
- [http://www.mcneilproductrecall.com/page.jhtml?id=/include/new\\_recall.inc](http://www.mcneilproductrecall.com/page.jhtml?id=/include/new_recall.inc)

Following is the link to our spring OEYC satisfaction survey. We encourage all participants to fill out our survey. We appreciate the information we receive from the participants. We can better meet your needs with the information you provide on this survey.

<http://www.surveymonkey.com/s/CROWEOYC2010>

Our annual Sprinkler Party will be held August 25 11 a.m. – 2 p.m. at the Mill of Kintail 2854 Concession 8 Ramsay. Come and join us for some fun activities. Remember to bring sunscreen, a picnic lunch, blanket, towels, plastic cups, bathing suit for children, change of clothes. We will be taking donations at the gate. The donations collected will go to the Mill of Kintail.

We are looking for one new CROW board member. If you are interested in serving on our board please contact Sue Cavanagh 613-283-0095.



**The Ontario Early Years Centre & Licensed Child Care are programs of Children’s Resources on Wheels (CROW)**

**Provider's Page**  
Submitted by CROW Licensed Child Care

**Focus on Next Time**

When your children break a rule, whether on purpose or by mistake, do you dwell on the details of the fault...and all the other times it has happened in the past? Or can you concentrate on telling them what they should do instead the next time?

If you emphasize past mistakes, you could be missing out on a chance to teach your children how you expect them to behave. When you look to the future, you can turn mistakes into opportunities for learning. In fact, in her book *Wonderful Ways To Love A Child*, author Judy Ford calls mistakes “the cornerstone on which we build our successes.”

**Anger keeps us stuck in the past**

When children misbehave, we tend to feel impatient, disappointed, frustrated and/or discouraged; often, this mix of emotions explodes into anger. Anger gives us a lot of energy (we raise our voice, we feel like hitting out), but it generally clouds our judgement.

It's hard to keep a calm focus when you can't think logically. In that state, it's much easier to yell about what just went wrong, rather than discuss what could be improved in the future. It's easier to scream about the toys that are lying all over the floor (again!) than to figure out how to get them put away on a regular basis.

**Discipline is teaching**

Real discipline is oriented to the future. It involves teaching children to behave appropriately, according to their growing abilities and according to our expectations and our values. We are trying to give our children tools for successful living.

Remembering that goal can help us keep our anger in check so we can express our frustration and shift our focus to the future. Use those empowering words: “**Next time, how could you do better?**” or “**Next time, I expect...!**”

**Finding a solution**

Persistent misbehaviour often signals an underlying difficulty that has to be dealt with before the behaviour will disappear. By carefully examining what is going wrong, we can find clues to a solution to the problem.

For instance, when the toys are all over the floor, are our expectations realistic given the age of the child? A two year old can be expected to put a few toys back on a shelf with help, but we can't expect perfection. Is there a place to put things away that is easy for the child to reach? If not, maybe low shelves are called for. Is the tidy-up job too intimidating? Sometimes, a young child is overwhelmed by the complexity of the task and really doesn't know where or how to start. This is the perfect opportunity to teach the skill of breaking a big project up into manageable pieces: begin in one corner and work to the middle, or begin by putting all the blocks into a box.

**Skills for life**

Don't expect instant results. Skills like these take a long time to master, but will serve children all their lives. Knowing how to get going on a job that looks enormous will always be a valuable ability – whether it's applied to picking up toys, doing math homework, researching a school assignment, or taking on a new project at work.

**When parents or providers make mistakes**

Parents and providers can apply the same approach to their own errors. When we do something to our children we wish we hadn't, instead of thinking we're bad caregivers, we can make a plan for how we'll react better...next time.

--adapted from FRP Canada sheet

Literacy Page

LANARK COUNTY PUBLIC LIBRARIES  
READY FOR READING CHILDREN'S PROGRAMS

**PAKENHAM PUBLIC LIBRARY**

**Preschool Storytime:**

Thursday 10:30 a.m.

Offered to children up to 5 years old.

**CONTACT INFORMATION:**

**Librarian: Mary Jack**

**Phone:** 613-624-5306

**Website:** [www.mississippimills.ca/library/](http://www.mississippimills.ca/library/)

**Email:** [mblackburn@mississippimills.ca](mailto:mblackburn@mississippimills.ca)



**ALMONTE PUBLIC LIBRARY**

**Drop in Storytime for toddlers:**

Friday 10 – 10:30 a.m.

Offered to children 2-3 years old.

Older and younger siblings are welcome

No registration is required.

**Preschool Storytime:**

Friday 11 – 11:45 a.m.

Offered to children 4-6 year olds.

**Children's Librarian: Monica Blackburn**

**Phone:** 613-256-1037

**Website:** [www.mississippimills.ca/library](http://www.mississippimills.ca/library)

**Email:** [mblackburn@mississippimills.ca](mailto:mblackburn@mississippimills.ca)



**CARLETON PLACE PUBLIC LIBRARY**

**Preschool Storytime:**

Wednesday or Thursday 10 - 11 a.m.

Offered to children 2-5 years old.



**CONTACT INFORMATION:**

**Children's Librarian: Heidi Sinnett**

**Phone:** 613-257-2702

**Website:** [www.carletonplace.ca/libraryp92.php](http://www.carletonplace.ca/libraryp92.php)

**Email:** [cplibrarykids@yahoo.ca](mailto:cplibrarykids@yahoo.ca)

**LANARK PUBLIC LIBRARY**

**Preschool Storytime:**

Book and Blanket programs are offered twice a year.

See our great collection of children's books.

**CONTACT INFORMATION:**

**Librarian: Wanda Proulx**

**Phone:** 613-259-3068

**Website:** [www.lanarklibrary.ca](http://www.lanarklibrary.ca)

**Email:** [service@lanarklibrary.ca](mailto:service@lanarklibrary.ca)



**SMITHS FALLS PUBLIC LIBRARY**

**Preschool Storytime:**

Tuesday 1:30 p.m.

Friday 10:30 a.m.

For children ages 6 & under, come share an hour of early literacy activities. Runs in 6 week blocks, call for details.

**CONTACT INFORMATION:**

**Children's Librarian: Debra Kuehl**

**Phone:** 613-283-2911

**Website:** [www.smithsfallslibrary.ca](http://www.smithsfallslibrary.ca)

**PERTH & DISTRICT UNION PUBLIC LIBRARY**

These programs run in 4-6 week cycles and require registration.

**Ready for Reading Babytime:** Friday 9:30 - 10 a.m.

Offered to children 1 week – 12 months

**Ready for Reading Toddlertime:** Thursday 10 - 10:30 a.m.

Offered to children 12 months- 3 years

**Ready for Reading Story and Craft Sessions:**

Tuesday 9:30 – 10:15 a.m. or Wednesday 10:30 - 11:15 a.m.

Offered to 3-5 year olds

**CONTACT INFORMATION:**

**Children Librarian: Susan Snyder**

**Phone:** 613-267-1224

**Website:** [www.perthunionlibrary.ca](http://www.perthunionlibrary.ca)

**Email:** [ssnyder@vianet.ca](mailto:ssnyder@vianet.ca)

Remember to check with your local libraries for summer programs.



## Parenting Page

### Knowing What To Expect

“I found out toddlers are naturally curious and love to explore the world around them. Now I can be more patient when my 15 month old gets into everything. Now I understand she’s not just doing it to make me mad; exploring is an important part of her growing up.” The father who made this comment after taking a short workshop in child development had learned an important lesson; if you know what you can realistically expect from children at different stages of development, you won’t feel as frustrated or disappointed. It gets easier to be patient.

#### **Development and discipline**

Discipline becomes easier too, when you understand what a child’s needs and capacities are at different stages. For instance, the father of that 15 month old toddler started directing her to places where she could explore without damaging anything. He filled the bottom drawer in the kitchen with safe and appealing objects, putting in new ones every week to keep her interested. Because he understood what she was learning, he could satisfy her curiosity and his own need for order at the same time.

#### **Understanding difficult behaviour**

Awareness of developmental stages can give useful insights into difficult behaviours. Many parents find it upsetting when their two year old refuses to share the toys with other children at playgroup. Two year olds like the company of other children, but in this stage of their social development, they are discovering and practicing the meaning of “this is mine!” To minimize conflict, expect to stay close to help children of this age get along when they play in a group. Learning to share will come when they’re older.

Don’t be surprised when a two year old loses control and has a tantrum. At this age, children still have trouble controlling their strong emotions and are easily overwhelmed by frustration. They want to do things for themselves, but are physically unable. They want to do things their way, but may not have the words to tell you. Let your understanding give you patience.

#### **Different timing, similar sequence**

We know different children reach developmental milestones at different ages: one child walks alone at 10 months and another at 15 months. However, the order in which they accomplish the various stages will be quite similar; a child must be able to walk alone before being able to run and kick a ball. Toddlers start by playing beside one another before they are ready to really play with one another. Each stage builds on the one before.

#### **Individual differences**

Within the broad outline of developmental stages, individual differences mean each child develops at his/her own pace. For instance, some children are able to learn colours earlier than others. More over, the same child may be ahead of others in physical abilities (able to skate, for example), but be slower in emotional development (ability to cope with frustration). Cultural variations in childcare practices will also make a difference. Recognizing this diversity, developmental charts give an age range within which behaviours typically appear, rather than specifying an exact age.

#### **Development through play**

Young children achieve their developmental potential through play. Adults help most by giving children the opportunity to experiment with materials and activities appropriate to their developmental stage, whether in their home or in group settings. A simple obstacle course of boxes and chairs for a crawler, tumbling mats for and a small slide for a toddler, a more complex climber for an active preschooler – all these allow children to practice their physical abilities at their developmental level.

#### **Identifying problems**

Some differences in rate of development are considered normal. On the other hand, certain milestones are important enough children who do not achieve them within the expected age range should be checked by a professional. If there is an underlying problem, the earlier it is identified, the more effective help will be.

#### **Becoming informed**

You can learn about child development in many ways: books, magazine articles, videos, workshops, parenting courses, web sites – ask at a family resource program or a library to find resources in your community. One easy to read Canadian series, *Steps and Stages* by H. Bennett and T. Pitman, consists of four books which cover age groups from 1-12 years. Learning about how your children develop will help you respond to their needs and support their growth.

## When Children Are In Charge

Your child is starting to resist childcare arrangements and feels he is old enough to be left home alone after school. You and your partner desire a night on the town and need a child care provider for your preschooler. These situations often generate a lot of confusion. Here is the statute from the Child and Family Services Act that may clarify the following question:

### “What is the legal age children can be left alone?”

Subsection (3) states if children are **under the age of 16**, there must be parent supervision or provisions of his/her supervision that is ‘reasonable in the circumstances’. The interpretation of subsection (4) by authorities is that if the child is **less than 10 years of age**, it is unreasonable for them to be left alone. It is also considered unreasonable to leave children under the age of 16 alone overnight.

It sounds confusing doesn't it? Following is what you need to consider when leaving a child alone once they are 10 years of age and until his/her 16<sup>th</sup> birthday:

- ¶ How long will the child(ren) be left alone?
- ¶ Is an adult periodically checking in on the child?
- ¶ Is there a plan in case of emergency?
- ¶ Will the child be operating appliances such as the stove?
- ¶ Are sleep routines required (eg. bathing a young child)?
- ¶ What are allergies/safety concerns?
- ¶ Does the child feel comfortable being left on his/her own or looking after other children?

As a parent, you can prepare your child to be home alone. Have them take a first aid training course and a babysitter's course. It is not an exact science to know when your child is ready to be on their own. Step into it gradually until you have the confidence to leave them alone safely and they have the skills and knowledge to take this next step in their quest for independence.

--adapted from Ontario Early Years The Child Centre newsletter May/June 2010

The Canada Safety Council has the following advice for parents of children who will be left alone:

- Ø Set firm rules, with clear do's and don'ts.
- Ø Prepare your child to deal with situations that may arise.
- Ø Specify how his/her time is to be spent.
- Ø Keep in touch – if you're hard to reach, get a mobile phone or pager.
- Ø Make sure your home is safe and secure.
- Ø Limit the time you leave your child at home alone.

Short test runs may help you assess whether your child is ready to stay home alone. Go out for a short period of time and when you return, talk to your child about the experience. Increase the amount of time you are away, leaving specific instructions to follow.

Most of all, be sure you and your child are both comfortable with staying home alone. Prepare your child for the responsibilities of self-care, and focus on how to prevent problems, handle real-life situations, and keep safely and constructively occupied.

--adapted from Canada Safety Council website <http://safety-council.org/info/child/alone>

## Songs, fingerplays and crafts

### Literacy: A summer scrapbook

Promote language skills as preschool children express their ideas and communicate feelings during the creation of this early childhood scrapbook.

Materials: scrapbook, children's own contributions of drawings, painting and verses, scissors, glue and felt tipped pens.

Talk about summer flowers with the children. Encourage them to contribute to the conversation by describing colours, smells and so on that they associate with summer. Show them the scrapbook and explain they are each going to add something which reminds them of summer, such as a drawing, a pressed flower or something they remember.

Ask each child to contribute their idea or piece of work, sticking it into the scrapbook themselves if they wish. Provide plenty of support for younger children, offering suggestions or scribing for them. Give each child a label and ask them to think of a few words to describe their entry and write the words on the label (if they can).

Ask the children to draw small pictures to stick on the front of the scrapbook. Then write a title **Our Summer Scrapbook**. The book should be readily available for the children to look at, read and share.

### Sunshine Fingerplay

This sunny fingerplay also introduces the concept of day and night.

The sun makes the outside a warm place to play  
(arms above head in circle)

It makes the flowers grow each day  
(holding up hands wiggling fingers)

The sun hides its face during the night  
(cover face with hands)

But during the daytime it shines – oh so bright  
(arms above head in circle)

### Cool Cooking Idea: Ice Cream Sandwiches

Kids can make this treat themselves during this early childhood activity.

Materials: graham crackers and flavour, ice cream-any flavour and plastic wrap.

Let the ice cream get soft. Give each child a graham wafer and about ½ cup ice cream to spread on their graham wafer. Put another graham wafer on top and wrap with plastic wrap. Freeze for about 3 hours. These treats will keep for about 3 weeks!

### Cool Fruit Shakes

Blend any very ripe summer fruit in the blender with an equal amount of milk, adding honey or sugar, crushed ice, and vanilla. When you use ½ cup fruit, ½ cup milk and 2 ice cubes the yield is 12 ounces. A preschool child's serving is 3-4 ounces.

### Bubble Prints

Expand preschool and kindergarten children's knowledge of how bubbles form and what ingredients are needed to make bubbles during this activity. Have fun too!

Materials: DAWN dish soap, water, straws, food colouring, plastic glasses and light coloured construction paper.

Fill 3-4 plastic cups ¾ full with water. Add dish soap – needs quite a bit, add a few drops of food colouring to each glass. Ask the children to blow not suck or they'll get a yucky surprise in their mouth. Ask them to blow until the bubbles are coming up over the top of the plastic glass. Let them take a piece of coloured paper and lay it over the cup and the bubbles will pop leaving a beautiful design on the paper. Cover the entire paper with designs and hang around the room for others to enjoy!

Comments: make sure to lay newspaper or plastic under where you will be blowing bubbles to help catch spills.

### Fruit Kebabs

You need strawberries, orange segments, pineapple chunks, melon chunks, lettuce leaves. For each child thread one or two strawberries, orange segments, pineapple, and melon chunks on a bamboo skewer. Serve in top of lettuce leaves placed on a paper plate. Talk with the children about the rainbow colours of the fruit. Then have them remove the fruits from the skewer before eating them.

### Bubble Recipe

1 gallon cool water, 1 cup DAWN or JOY dishwashing liquid, 2 tablespoons glycerin.

Mix the water and detergent thoroughly making as little suds as possible. Allow to sit overnight in a cool place. Add more water to this mixture on a less humid day. Glycerin is available at the pharmacy.

**Playgroups**

Day	Location	Time	Staff	Dates
Monday	Almonte – Holy Name of Mary	10:00 - 11:30	Linda	June 7, 14
Monday	Beckwith – Beckwith Town Hall	9:30 – 11:30	Leanne	June 7, 14
Monday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	June 7, 14
Monday	Perth – Old Stewart School	9:30 – 11:30	Jane	June 7, 14
Monday	Smiths Falls	9:00 – 11:00	Lori	June 7, 14
Tuesday	Almonte – Naismith School	9:30 – 11:00	Linda	June 1, 8, 15
Tuesday	Carleton Place - Arena	10:00 – 11:30	Issie	June 1, 8, 15
Tuesday	Lanark	9:30 – 11:30	Jane	June 1, 8, 15
Tuesday	Montague	9:30 – 11:00	Leanne	June 1, 8, 15
Tuesday	Smiths Falls	9:00 – 11:00 4:30 – 6:30	Lori	June 1, 8, 15
Wednesday	Carleton Place – St. Gregory	10:00 – 11:30	Issie	June 2, 9, 16
Wednesday	Lanark	9:30 – 11:30	Jane	June 2, 9, 16
Wednesday	Ramsay	9:30 – 11:30	Linda/Janet	June 2, 9, 16
Wednesday	Smiths Falls	9:00 – 11:00	Lori	June 2, 9, 16
Thursday	Carleton Place - Arena	10:00 – 11:30	Issie	June 3, 10, 17
Thursday	Clayton	10:00 – 11:30	Linda	June 3, 10, 17
Thursday	Perth – Old Stewart School	9:30 – 11:30	Leanne	June 3, 10, 17
Thursday	Smiths Falls – old High School	9:30 – 11:30	Lori	June 3, 10, 17
Thursday	Smiths Falls	9:00 – 11:00	Parent run	June 3, 10, 17
Thursday	Perth – St. James Anglican Church	4:30 – 7 p.m.	Peter	June 3, 10
Friday	Smiths Falls	9:00 – 11:00	Parent run	June 4, 11, 18

***Our regular playgroups will end on June 18 for the summer. Summer playgroups will run Monday, Wednesday and Friday beginning July 5 from 9 – 11 a.m.***

***Food Sensitivities: Playgroup participants!! Please avoid bringing snack foods that contain or may contain traces of nuts.***

**Workshops**

<p><b>Topic:</b> Book and Blanket  <b>Place:</b> Holy Name of Mary School, Almonte</p>	<p><b>Date:</b> Tuesday, June 8  <b>Time:</b> 6 – 7 p.m.</p>
<p><b>Topic:</b> Book and Blanket  <b>Place:</b> Glen Tay Public School, Perth</p>	<p><b>Date:</b> Thursday, June 17  <b>Time:</b> 6 – 7 p.m.</p>
<p><b>Pre-registration is necessary. Please call 283-0095 or 1-800-267-9252 to register.</b></p>	

The Back Page

**Dad’s Playgroup for children ages 0 – 6 years.**

Come out for some fun play, activities, supper and circle time.  
Please join us on Thursdays at St. James Anglican Church in Perth from 4:30 – 7 p.m.  
We will be in the gym of the church. Please contact Peter McCracken 613-264-1458  
or by email at [peter.dad1@yahoo.ca](mailto:peter.dad1@yahoo.ca). This playgroup will end for the summer on  
June 10.

<b>Children’s Resources on Wheels Staff</b>	
<b>Ontario Early Years Centre</b>	<b>Licensed Child Care</b>
<p style="text-align: right;"><b>EXT</b></p> <p>Diane Bennett, Administrative Assistant.....313 Kathy Boelsma, Early Literacy.....312 Emily Cassell, Data Analysis .....316 Sue Cavanagh, Executive Director .....303 Linda Cybulski, Playgroup Facilitator .....304 Leanne Dwyer, Playgroup Facilitator .....318 Janet Wheeler Lackey, Resource .....311 Linda Lalonde, Reception .....300 Deb McGuire, Parent Ed.....307 Issie Mullen, Playgroup Facilitator .....311 Jane Paul, Playgroup Facilitator .....305 Lori Wintle, Playgroup Facilitator .....310</p>	<p style="text-align: center;"><b>EXT</b></p> <p>Kelli Cassidy, Director ..... 309 Sherry Harder, Administrative Assistant ..... 301 Janice LePage, Home Visitor ..... 306</p> <p style="text-align: center;"><b>Lanark County Child Care Programs</b></p> <p>Licensed Home Child Care offers home based care throughout Lanark County for children ages 6 weeks – 12 years.</p> <p style="text-align: center;"><b>Caregivers Needed</b></p> <p>We are currently taking applications throughout Lanark County. Contact us for more information.</p>

**Ontario Early Years Centre/Children’s Resources on Wheels (CROW)**  
91 Cornelia Street West, Suite 118 Box 25 Smiths Falls, ON K7A 5L3  
Phone: (613)283-0095, 1-800-267-9252, Fax: (613)283-3324  
Email: [oeyclanark@bellnet.ca](mailto:oeyclanark@bellnet.ca), [hcccrow@bellnet.ca](mailto:hcccrow@bellnet.ca)  
Website: [www.crowoeyc.ca](http://www.crowoeyc.ca)