

Harbor Family Day Home Agency August Newsletter

Upcoming Events

August 3: Heritage Day
September 7: Labor Day
September 30: National
Day for Truth and
Reconciliation day (Also
known as orange shirt day)

Time Sheets are due
on August 20, 2026

Resources

All Required forms available
at :
www.harbordayhomeagency.ca
Under: Educator Resources
Contact agency for
Password..

Contact Info

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STANDARDS REMINDER:

Standard 2: Children's information records Children's information records must include up-to-date information for each child that includes:

- child's name, date of birth, home address; completed enrolment/registration form and parent/program/agency contract;
- parent/guardian's name, home address, work address, home telephone number, work telephone number; emergency contact name and telephone number(s); evidence that child's parent(s) have been advised of any outings including transportation and supervision arrangements; daily attendance details including arrival and departure times (parents should initial the child's arrival and departure times as a security measure for the transfer of responsibility between the parent and educator); information about any health care provided to a child, including written consent of the child's parent to provide or allow for health care; and any other relevant health information about the child provided by the child's parent(s), including immunization records and allergies. Programs will maintain updates to children's information records (i.e., attendance sheets, new health information, etc.)

programs must submit to their agency all updates to children's information records. Records are available to parents at reasonable times and are available to JET at all times. Records may be in paper or digital form. Records must be kept by the agency for a minimum of two years. Family day home programs must collect, use, and disclose personal information (for example, information pertaining to parents/guardians, children) in accordance with appropriate privacy legislation (Freedom of Information and Protection of Privacy Act or Personal Information Protection Act).

Tummy Time Activities for Infants

Tummy Time is key helping baby reach physical milestones such as rolling over, crawling, and eventually walking. Including tummy time toys in an infant's daily routine is beneficial for many areas of development. You'll notice he/she will begin to develop muscles in her arms, shoulder, and legs.

Place an infant on a blanket on the floor. Place the infant on his/her tummy on the blanket:

- Place infant toys within reach for baby to grab
 - Lay side by side with baby and read a book
 - Use a play mat with fun colours and textures
 - Place a mirror in front of baby to look at
 - Shake a rattle and move it around for baby to follow with gaze
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Dramatic play area

Is your dramatic play area always a house? There are many more ideas to transform your dramatic play area into interesting places based on children's interests.

If a child is interested in caring for a sick doll, make a hospital. Make a hospital bed, use sheets, add a white coat or shirt, add a table with doctor instruments, cotton balls, real band aids, gauze rolls, clean empty syringes, gloves, and bandage rolls. Give paper and pencils too write on, phones, keyboards and file folders to keep medical record. Hang on a skeleton, red cross hospital signs, eye charts and posters of the body to encourage literacy. Add a book about anatomy.

Make your dramatic play area as real as possible to make it more inviting to children!

Caring For infants and Brain Development

The early years of a child's life are very important for health and development. How well a brain develops depends on many factors including genes, proper nutrition, exposure to toxins or infections and the child's experiences with other people. Nurturing and responsive care for the child's body and mind is the key to supporting healthy brain development. Positive or negative experiences can add up to shape a child's development and can have lifelong effects.

The important of Early Childhood Experiences for Brain Development

Infants are born ready to learn, and have many skills to learn over many years. They depend on parents, family members, and other caregivers, as right skills to become independent and lead healthy successful lives. How the brain grows is strongly affected by the child's experiences with other people and the world.

Nurturing care is critical for brain growth. Children grow and learn best in a safe environment with plenty of opportunities to play and explore

Parents and other caregivers can support healthy brain growth by talking and playing with their child. Infants develop best when parents take turns when talking and playing, and build on their child's skills and interests. Nurturing an infant by understanding their needs and responding sensitively helps to protect their developing brains from stress. Speaking with children and exposing them to books, stories and songs helps strengthen children's language and communication, which puts them on a path towards learning and succeeding in school.

Tips for brain development:

- Respond promptly when the infant cries
- Build trust by being attentive and focused
- Respond to coos with delighted vocalizations so be attentive
- Play games
- Set up a safe environment for crawling
- Sing songs and read books

Attachment Between Infants and Caregiver

An infant needs to know they can count on you. Attachment is the deep emotional bond between an infant and the person who provides most of their care. **Attachment develops as you respond to the infant's needs in a warm, sensitive and consistent way.** This is especially important when they baby is sick, upset, or distressed. Attachment also builds as you go about your daily routines with an infant, caring for them and interacting with the child. An infant's first attachment usually

happens quite naturally. **When he/she cries, and you attend to their needs a feeding, a cuddle, a diaper change, or just holding them.** When you respond, an infant learns that they can trust you, and depend on you for comfort and to feel safe. As you get better at knowing what the infant is telling you and meeting their needs, he/she feels less stress. **Responding quickly to a baby's cries is the best way to show them that they are safe and loved.** It should not be confused with "spoiling". Babies cannot be spoiled when

they're sick, upset, or distressed, they need to know that you are there for them. Holding, rocking or talking softly to an infant all promote attachment.



Separation Anxiety and Adjusting to Care:

Separation anxiety refers to excessive fear or anxiety of separation from home or from an attachment figure. Separation anxiety is a normal stage in an infant's development. Babies can show signs of separation anxiety as early as 6 or 7 months, but for most babies it peaks between 10–18 months and eases up by 2 years. All children are different up to 2 years. All children are different and it could take longer. Most commonly, separation anxiety strikes when the parent leaves the child to go to work or run an errand.

Adjusting to care: The first time young children are placed in child care can be very upsetting for both the child and the parents. As a provider you can help this be a positive experience for families.

Move gradually: Parents may need to stay longer at first to reassure their child and themselves.

Encourage parents to keep their **goodbyes short and cheerful.**

Let the child get used to their new surroundings by watching and joining in at their **own pace** and allow children lots of **time to adapt** to new routines.

“If a child can't learn the way we teach, maybe we should teach he way they learn”

–Ignacio Estrada

Nutrition Corner: Menu Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast 3 food groups 	Oatmeal Raisins Apples Milk	Whole grain toast. Hard boiled eggs. Cheese Water	Pancakes Fruit Yogurt Water	Cereal (unsweetened) Milk Fruit	Whole grain bread Peanut butter Fruit Water
A.M Snack 2 Food Groups 	Mini Bagel almond butter water	Hummus Rice crackers Water	Carrot sticks Cucumber sticks Tzatziki dip Milk	Whole grain crackers Fruit Water	Chesse Vegetables Water
Lunch 4 food groups 	Tortillas Chicken Cheese Vegetables (peppers, sprouts corn) Salsa Water	Lentils Rice Beans Vegetables Milk	Pizza on pita bread Tomato sauce Chese Meat Vegetables Milk	Homemade soup: Beef Potatoes Tomatoes Peas and carrots Barley, Bun Milk	Rice Chicken Chopped salad (Lettuce, peppers, carrots, tomatoes, cucumbers, green onions) Milk
P.M Snack 2 food groups 	Fruit kabobs with dip	Fruit Homemade muffins	Rice cakes Peanut butter Water	Vegetables with dip Water	Bread sticks Fruit Water

Make Your Own Light Box

Supplies:

- 1 Clear plastic box with clear plastic lid (14 liter container is a good size. Lid must be clear)
- 1 set of white Christsmas tree lights OR battery powered LED lights. The box should be very bright so use enough lights.
- Aluminum foil
- Wax paper or white tissue paper
- Double sided tape

Instructions:

Inside the container, line the bottom and sides of the container with the aluminum foil, using the double sided tape to fasten. Shiny side facing in.

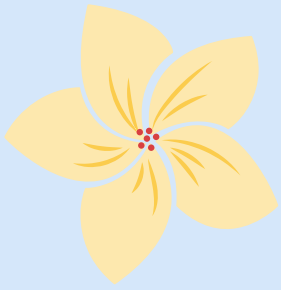
Line underneath the lid with the wax paper or white tissue paper until it completely covers the under side of the lid. Use the double sided tape to fasten.

If using the Christmas tree lights, place them inside the container. Plug in the lights and have the cord hang over the top. Close the container. (If the container can not be closed with the cord hanging over, then you can make a hole in the box for the cord. It is important that the lid can close.

If using the batery powered LED lights, turn them on, place inside the box and clsoe the lid.



Include children's interest on your flowchart: B rolled up paper and threw it into the garbage can. L climbed the chair and the sofa many times. G made a dinner party with dolls at the table.



Educator Highlights



Dinosaur Play

The child explored dinosaurs through imaginative play and matching activities. This supported curiosity, problem-solving, and early learning through play.



Dinosaur Play

The child counted and matched cereal pieces while creating a caterpillar. This strengthened early math, creativity, and fine motor skills.



Sensory Bin

Children explored different textures by scooping, pouring, and discovering materials. This encouraged sensory exploration, cooperation, and language development.



The children explored the sand and mud using scoops, buckets, and rollers. They filled, poured, and mixed the materials while working together. This play supported their fine motor skills, creativity, problem-solving, and social interactions.



Nature Exploration Bin

The children explored the nature sensory bin using magnifying glasses, pinecones, leaves, insects, and cardboard tubes. They observed, touched, and searched for different natural items, showing curiosity and developing their observation, problem-solving, and fine motor skills.



The children enjoyed a fun science experiment using glasses of water, shaving foam, liquid paint, and syringes. Educator filled the glasses with water and added a layer of shaving foam on top to act like a cloud. Using syringes, they gently dropped coloured paint onto the shaving foam. As the foam became full, the paint slowly seeped through into the water, just like rain falling from clouds. This hands-on activity helped the children explore how clouds hold water before releasing it as rain, while encouraging curiosity, observation, and fine motor skills.



Fruit Market Dramatic Play

The children explored a Fruit Market dramatic play area filled with toy fruits, vegetables, baskets, a cash register, eggs, and an ice cream cart. They were excited to pretend to be shopkeepers and customers. The children selected different fruits and vegetables, placed them into baskets, and used their imagination to buy and sell items. They also took turns using the cash register and talking with each other while playing.

This play experience supported many areas of development.

The children practiced social skills by sharing materials, taking turns, and communicating with their peers. They developed language skills by naming fruits and vegetables, asking for items, and engaging in pretend conversations.

Their fine motor skills improved as they picked up small objects, filled baskets, and handled the play food and cash register. The activity also encouraged early math skills as children counted items, sorted fruits by type or color, and learned about shopping and exchanging money.

The Fruit Market invited children to use their creativity and imagination while learning through play. It provided a fun, hands-on experience that promoted confidence, cooperation, problem-solving, and real-life learning in a meaningful way.