



ON *this* MONTH

AT SERVICE NAME

Labour Day -----	4
Mother's Day Breaky -----	8
Grandparents Day Morning Tea -----	19
Superhero Dress up Week -----	18-22
Outdoor Classroom Day-----	21
National Sorry Day -----	26
Speech Information Session 5pm -----	28

AROUND THE COUNTRY

World Migratory Bird Day -----	9
National Families Week -----	11-17
World Bee Day -----	20
Food Allergy Week -----	24-30
Simultaneous Story Time -----	27



MAY BIRTHDAYS:
Ethel, Zayne,
Poppy, Leo,
Miss Emma, Miss Ella

Focus of the Month: Quality Area 6 – Collaborative Partnerships with Families.

The aim of Quality Area 6 under the National Quality Standard is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

How will this area be demonstrated throughout our service?

Educators at Hatchling actively seek to further strengthen the following areas...

- *Maintaining strong communication with families*
- *Demonstrating respect for culture and diversity*
- *Have an inclusive, welcoming environment throughout the centre*
- *Build connections and engagement with local services*
- *Connect families to local & relevant community services and resources*

We would love your feedback regarding how we do in this area, what we do well and where you would like to see us strengthen. Send us an email or respond in our questionnaire at the front counter.

NATIONAL SORRY DAY – MAY 26

National Sorry Day is a time to acknowledge the strength and resilience of Stolen Generations survivors and to reflect on the ongoing healing needed for Aboriginal and Torres Strait Islander peoples, their families and communities. National Sorry Day is an opportunity for all Australians to learn more about this important part of our history, listen to the stories of Stolen Generations survivors and consider the actions still needed to support truth-telling, healing and reconciliation. Follow the link [here](#) for more information.

NATIONAL SIMULTANEOUS STORYTIME – MAY 27

Every year, a picture book written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, preschools, childcare centres, family homes, bookshops and many other places around the country to promote the value of reading



and literacy. This year is *Luna Roo: the Kangaroo Baller*, written by Adam Jackson and Adrian Lloyd, and illustrated by Jake Minton. It is the chosen book. Join others all round Australia, tune in to a shared reading or read along yourself. **More information.**

CHRISTIAN CURRICULUM

This month, Our Christian curriculum theme is 'Jesus is our Superhero and Friend.'

This theme builds on children's natural interest in superheroes and uses it as a meaningful way to explore kindness, helping others, friendship, and care in everyday life.

Our chapel will introduce this idea through storytelling, movement, and a simple object lesson. Many children connected quickly with the language of "Jesus helps me" and "Jesus is my friend," throughout last month and we can continue to build on this understanding by intentionally linking children's everyday experiences to these ideas.

**No bake banana bars**

TOTAL TIME 30 min | MAKES 16 – 20 bars

INGREDIENTS**No Bake Banana Bars:**

- 3 cups (330 grams) **coconut flour**
- 1 cup (90 grams) **rolled traditional oats**
- 1/4 cup (40 grams) **brown sugar** (optional)
- 1 teaspoon **cinnamon, ground**
- pinch of **salt**
- 1/2 cup (125 ml) **tahini**
- 400 ml can **coconut milk**
- 1 cup (250 ml) **pure maple syrup**
- 3 **bananas, mashed**
- 1 tablespoon **vanilla bean paste** (or extract)

Cream Cheese Frosting (optional):

- 250 grams cream cheese
- 1/4 cup (60 ml) coconut oil, melted
- 1/4 cup (60 ml) pure maple syrup
- 1 teaspoon vanilla bean paste (or extract)

METHOD:

Line a square 20 cm x 20 cm tin with baking paper. **Place** coconut flour, oats, brown sugar, cinnamon and salt into a bowl and whisk to combine. Set aside. **Place** the tahini, coconut milk and maple syrup into a saucepan over low-medium heat. **Cook** for 2-3 minute (stirring continuously) until warmed and melted together.



Add the mashed banana and vanilla to the saucepan, stir to combine. **Pour** the wet ingredients into the dry and stir to combine. **Press** mixture into prepared pan and smooth. **Chill** in the fridge for 10 minutes whilst you prepare the frosting.

To make the cream cheese frosting:

Place the cream cheese, coconut oil, maple syrup and vanilla into the bowl of a food processor, blitz for 1-2 minutes (scraping down the sides of the bowl, as necessary) or until the frosting is luscious and creamy. **Spread** frosting over the chilled bars. **Return** bars to the fridge for 4-5 hours or until firm. **Cut** into 12-16 bars.

Enjoy x

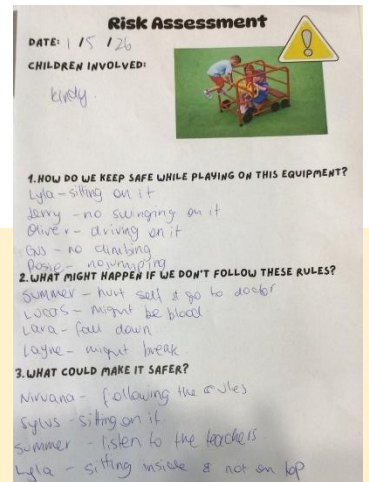
Recipe and image from mylovelylittlelunchbox.com.

Outcomes of Focus of the Month During April: Physical Environments

As a service, we had a lot of reflective practice take place during the month of April around how we manage risks within the service – looking at reducing hazards in our environment, managing risks that arise, caring for our land & ensuring that it's also inclusive & developmentally appropriate for all children.

What this looked like in practice:

- Being pro-active as new hazards came to our attention in regard to our carpark safety - ensuring it's checked regularly for hazards that may arise overnight or over the weekend from community use. We also put up some new posters to remind us to keep our children safe when crossing through the carpark and ensuring that families have the correct seats installed in their cars to keep your children safe.
- Children were involved in risk assessments reports – looking at the high risk play areas or equipment in the service that we may need to use or not use in certain ways to keep safe. The children had input on some rules we need to put into place to keep each other safe while playing on climbing equipment, on the fort, in the forest area – including safe exploration of sticks and rocks in our forest area.
- Kindy and Juniors had a visit from Josie from the Bush Nursery who shared with us some bush tukka and taught us how we can care for the land as well as what plants we might find around our area that we can eat. We are going to purchase some plants from her that we tasted to plan in our garden including a finger lime plant, which most of the children loved to taste. Both rooms also followed up in some additional gardening activities to follow on from the visit.
- Our Pre Kindy and Kindy children explored bugs and habitats of insects. They learnt about their lifecycle through their arts, crafts and Storytime.
- Our Nursery children enjoyed a sleep outside day to embrace the fresh air outside and followed up learning about wind and air as they made some upcycled kites out of bags to play with. They also had fun exploring recycled objected and loose parts in their play.
- The Juniors and Toddlers engaged in Nature Play & loose parts through their activities. They explored country and experimented with different objects they found in the yard after their Nature Hunt.



HEALTH & SAFETY: When to Keep Children Home: A Parent Guide to Illness Exclusion

It can be hard to know whether your child is well enough to attend care, especially when symptoms seem mild or they say they feel fine. However, keeping children home when they are unwell is one of the best ways to help them recover and prevent illness spreading to other children, educators and families.

As a general guide, children should stay home if they have a fever, vomiting, diarrhoea, an unexplained rash, red or sticky eyes, ongoing coughing, trouble breathing or symptoms of a contagious illness such as gastro, influenza, COVID-19 or hand, foot and mouth disease.

Even if symptoms seem mild, children may still need to stay home if they are very tired, unsettled, not eating or drinking well, or need more one-on-one care and comfort than educators can reasonably provide in a busy environment.

A helpful question for families to ask is: *“Can my child comfortably take part in the normal day?”* If the answer is no, it is usually best to keep them home.

Common illnesses recommended exclusion periods:

Children should stay home for at least 24 hours after the last episode of **vomiting or diarrhoea**. If norovirus is suspected or confirmed, many services require a 48-hour exclusion period after symptoms stop because it is highly contagious.

Children with **conjunctivitis** should remain home until discharge from the eyes has stopped unless a doctor confirms it is a non-infectious cause.

Children with **hand, foot and mouth disease** should stay home until all blisters have dried, any rash has settled and they are feeling well enough to participate in normal activities. This is usually around 5-7 days.

Children with **chickenpox** should remain home until all blisters have dried and crusted over, which is usually at least 5 days after the rash first appears in unimmunised children. Any remaining blisters should be completely dry before returning to care.

If your child becomes unwell during the day, you may be contacted to collect them. Having a back-up emergency contact available can make this much easier.

Keeping unwell children home is not only about protecting others. It also gives children the chance to rest, recover and return to care feeling happier, healthier and ready to participate in the day.

We understand that bouts of illness can be difficult to manage, and we really appreciate your support and understanding. By working together, we can help reduce the spread of illness and support a healthier winter season for everyone.



More information available via the QR code.

See link via QR code
Retrieved from <https://www.nhmrc.gov.au>



HOW TO ATTRACT AND SUPPORT NATIVE BEES IN YOUR GARDEN

Encourage native bees to visit your garden by taking these simple steps. Your plants will thank you for it.

If you're wondering whether it's sensible to entice native bees to your garden, there's one thing we need to get straight: native bees generally don't sting. (Though we don't recommend you test the theory).

There are 1650 Australian native bee species. Native bees play an important role in the environment. You probably know that honey bees help pollinate our plants but did you know that there are some native plants that they can't pollinate? This is where native bees come in. Many of our native bees are able to buzz pollinate, which honey bees can't do, and it's this type of pollination that's required by some of our native plants. Buzz pollination basically involves creating a vibration in the flower of the plant so that it will release its pollen. The blue-banded bee is one of these buzz pollinators.

Attract native bees by:

- Choose flowers that native bees would choose. Native bees prefer native plants.
- Don't use insecticides
- Give native bees somewhere to live. Some native bees like to make their homes in the ground, that's right, some bees burrow! and others live in wood or crevices between rocks. To appeal to those that live in soil, leave some bare ground. That means leaving some areas with no mulch.
- You could even build a bee hotel. Find out how [here](#)



Source: How to attract native bees in your garden.



NATURE BRACELETS

Nature bracelets are a simple and engaging outdoor activity that encourages children to explore the natural world while being creative. To make a nature bracelet, place a strip of masking tape or duct tape around each child's wrist with the sticky side facing out. Children can then head outside to collect small natural items such as leaves, flowers, feathers, grass, bark, seedpods or twigs and stick them onto their bracelet as they go.

This activity supports children to slow down and notice the details around them. As they search for items, educators can encourage children to talk about colours, shapes, textures and smells, helping to build language, observation and early science skills. Children may compare leaves, count flowers, sort items by size or discuss seasonal changes they notice in the environment.

Nature bracelets are also a wonderful sensory activity that supports fine motor development as children pick up and place small items onto the sticky surface. Because the activity is child-led, it encourages creativity, curiosity and independent decision-making.

Nature bracelets can be enjoyed in all seasons and adapted to suit any outdoor environment, from a playground or backyard to a bushwalk or local park. They are an inexpensive and easy way to make outdoor play more meaningful and memorable.

SOURCE: Image and words from sproutingwildones.com/nature-bracelets/

Everyone has a place at the table...

Have you heard about Eats4thestreets?

This is a non-for-profit group of people who are committed to supporting our community in Caboolture and surrounds by providing a meal to those who may be facing adversity, homelessness or trying to fill the gaps to make ends meet.

Their mission goes beyond the act of providing sustenance. It's about building a community where no one feels invisible or forgotten. They aspire to cultivate an Australia where everyone, regardless of their circumstances, feels valued and nourished.

They have a few locations set up in Caboolture at the Lakes and also at Bongaree each weekend. Follow them on facebook or see their website to learn more and find where they are serving. Pop in and get yourself a meal or even volunteer to help if you are looking for a way to give back to your community.

<https://e4ts.org/>



Morning Walk

As the weather cools, get little bodies moving by taking a short walk in the fresh air. Morning winter walks with children are a great way to support physical activity, boost wellbeing and help prepare them for the day ahead.

Dress children in layers so they can stay warm while adjusting to changing temperatures. Encourage them to use their senses by listening for birds, looking for frost on leaves, feeling the cool air and smelling the damp earth. It is a simple and enjoyable way to start the day together.