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# Bright Start

FEBRUARY/MARCH 2012

The Magazine for the Kidicorp Community  
For happy, confident learners

Helping your  
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**DIVORCE**

What **DO** children  
learn at childcare?

How exercise  
**stretches**  
the brain!

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## Welcome to the Kidicorp family

May I wish you all a great learning adventure in 2012. Our teachers do such a wonderful job preparing children to love learning. They make learning look so effortless as they wind it into fun activities. If only all learning was such fun!

At Kidicorp, our teachers work hard to provide you and your children with a professional quality service. To do this, our teaching team make an effort to build relationships with you and your family. We believe the more we both share what we notice about your child the more learning can take place. We will share the changes and how what may look like play is actually helping your child develop valuable skills for future learning.

We will involve you as much as possible in your child's development. We value the trust and confidence you have placed with us, and in turn, we undertake to offer your child chances to discover, explore, and learn with confidence.

Our teachers develop close bonds with all the children in our care. We firmly believe that children who feel safe and cared for in a homely and stable place will learn best.

Kidicorp is NZ's largest private provider of quality childcare, we are proud to be 100 per cent NZ owned and operated. It is thanks to our size that we are able to ensure that all our centres are well-resourced.

Our size also means that we regularly hold professional development classes for our teachers so they can stay up to date with the latest learning techniques.

Shortly we will be unveiling our unique Be School Ready education programme. We have created a programme that ultimately all our centres will offer. As each child reaches a learning goal in readiness for school they will receive a gift from us to help them on their next journey.

We firmly believe, "It takes a village to raise a child" and we are grateful for the role we play when you entrust us with your children.

**Fiona**

*Fiona Hughes is Chief Operations Officer of Kidicorp*



**Ko te manu e kai ana i te miro, nona te ngahere;  
Ko te manu e kai ana i te mataurnaga, nona te Ao**

**The bird that feeds on the miro berry, its domain is the forest;  
The bird that feeds on knowledge, its domain is the world.**

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Kidicorp is New Zealand's largest private early childhood provider. Over 18,000 children are enrolled annually in Kidicorp centres around New Zealand.

Bright Start aims to increase our sense of family amongst our teachers and to better connect us with our parents and their families.

# Shorts

## TOP PARENTING TIP



The end of the day can be a rush picking up children, shopping and hurrying home to get a meal, so make sure you have a bottle of water for each child with you – dehydration or simple thirst makes everyone tired and irritable – and a snack, a carrot, an apple, a biscuit (ginger nuts don't crumble) or some dried fruit for them to chew.

## Parenting DVD

Finally a great DVD, 'Raising Children' is now available to new mums for free until September 2012. If you've missed out you can buy a copy for only \$25 (see the advert). With over 50 stories divided into age and stages, New-born, Infant, Crawler, Toddler or Two year old, the DVD covers the six key things children need to grow up to be healthy, capable adults.

There's also heaps of practical advice on everything from fevers to first aid, toys to teething, and the all-important basics of breastfeeding, eating and sleeping.

Appealing and practical, the DVD features 20 kiwi families, experts and some well known parents – actors Monique Bree and Kiel McNaughton, sports stars Bernice Mene and Cory Jane and TV presenter Sonia Gray, who introduce themselves and their whanau at the beginning of the DVD. See <http://www.raisingchildren.org.nz/>

## Positive Parenting

**Be consistent**  
**Set boundaries**  
**Prevent and avoid**  
**NOT confrontations and ultimatums**  
**Not too many choices**  
**Regular routines**  
**Respect each other**  
**Communicate**  
**Be positive not negative**  
*(say let's do, and not don't)*  
**Make it fun**  
**Look after yourself as well**

Parenting without tears is about being positive. Small children remember the last word you say, so if you call "don't run" – "run" is what they'll hear. Saying "remember to walk" leaves them with "walk" in their ears. You've also been positive, not negative, which makes you feel good, and makes them feel good too.



## Add an avocado

It's a bumper season, reports the Growers Association. These natural wonders are one of the most nutritionally complete fruits on earth. They're packed with 14 vitamins, minerals and anti-oxidants, making them great for your children's health.

An excellent source of folate, avocados are also perfect for pregnant women. Avocados are especially suited to the diets of babies just going onto solids because they can be quickly mashed up into a creamy consistency to provide food in a flash. Equally, they are great energy food spread on toast or crackers for toddlers.

## BOOKS

### MY GREEN DAY

by Melanie Walsh  
RRP \$19.99 Walker Books

The younger we start to conserve, reduce and re-use the more chance we have of it becoming a habit! The unusual shaped pages will make your child want to turn the page and find out what else they can do to make the world a greener place. This is a great book for parents and children to see how easy it is to do little things that make a 'greener' day.



### We have 6 copies to give away!

Send your email with recycle in subject line to [brightstart@kidicorp.co.nz](mailto:brightstart@kidicorp.co.nz) or mail us at PO Box 276-177 Manukau City 2104 with your idea for re-using or recycling. Or you can post an idea on our FB page.

# How to settle your child into childcare

By Liz Fletcher

**Starting childcare is often the first major change in your child's life. It's a big change for parents too and you may have mixed feelings about leaving your child. When you both feel emotional about the separation this can create a tricky situation.**

You maybe feeling a little worried about leaving your child for the first time and how they might settle. Here are some tips to support your child's successful transition to centre life.

Says Jo, centre manager at Manukau, We encourage parents to spend some time together at the centre, to get familiar with the sights, sounds, toys and faces. Visit say 2 weeks before start date and then one or two more visits get longer.

"I remind mums to tell their child as they watch other parents leave that soon they will do that too.

"The most important thing is, If your child sees you happy in the centre they are more likely to feel settled. Children can often detect if parents are anxious so make yourself at home and join in with any activities that are happening.

"Our teachers will ask you questions to find out your child's personal preferences in regard to routines, foods, toileting, how they like to be soothed and how they ask for and accept affection."

Other things teachers will talk with you about, are what your child does at home, what are their interests, who is in their family, what languages they speak, what is their cultural heritage,

what are their favorite stories and do they have any special toys that they have for comfort. Not only does this help settle your child but it helps us develop an individual learning programme for them.

When you leave your child on their own at the centre they may become distressed. This is a normal response to separation and should change over the following week or two depending on how frequently your child is attending.



## Steps to settling your child in

**Step 1.** When you arrive together ask what activity your child wants to start with. Be direct. Let your child know what is coming up.

One of our teacher's tips is to talk to your child about who they might play with when they get to the centre. It helps your child focus on where they are going and what they might do.

**Step 2.** Ask your child who they would like to look after them when you go. This helps your child know you also trust this person and that you know they will be able to comfort your child.

Warn that teacher that they are the 'chosen' one!

**Step 3.** You must say goodbye to your child and reassure them you will return. Yes, the first few times you may have to peel them from your leg, but give them a hug and kiss and walk out. Don't look back. You know your child will be safe and in minutes will be settled in an activity.

Our professional teachers are skilled at comforting and reassuring children. They will acknowledge your child's feelings by providing them with reassuring words such as "I will keep you safe and play with you until dad/mum comes back to get you after lunch. I will be here when you need me."

We will talk to your child about all the things they can do and introduce them to other children. We will wait for your child's cue as to when they are ready to explore the centre. Be assured, one of us will stay within the range of your child for the first hour of your child arriving so that we are on call if your child needs reassuring.

At the end of the day we will share with you how the day went and ask you any questions that they may need to know to support your child further.

One way to reassure your child is to talk about their day, the teacher that was at the play dough table, sand pit and so on to help your child become familiar with the new faces and names.

Remember we've seen it all before and are very familiar with settling children in so that they love coming to our centre and beginning their learning journey. Always feel free to ask questions.

# Breaking up is **hard** to do

By Valerie Davies

When families break-down or break-up the children are the real victims. No child ever wants to lose either their mother or their father, and no parent wants to lose their child either, so how we handle this traumatic moment in our own lives and that of our children really matters for everyone involved.

If we don't do it as helpfully as possible for the children, they may experience a wound which may never heal. The symptoms of wounded children include being withdrawn, angry, school work deteriorating, and in teenagers, going off the rails.

So how do we go about making it as easy as possible for every-one?

## **PUT THE CHILDREN FIRST**

This means that one parent doesn't use the children as a bargaining point or a weapon. And if both parents honestly try to see the other's point of view around the children, then both will feel more co-operative and are less likely to be feeling bitter or revengeful.

If both parents agree to put the children's emotional welfare before any other issues, the break-up will not only be easier for the children but easier on the parents too.

## **NO BAD-MOUTHING THE OTHER PARENT**

The children love both parents and it is hurtful if they hear one criticising the other, their loyalties are torn, and they start to hide their feelings, for if they show how much they love daddy, mummy won't like it, or vice versa. They don't want to think badly of either parent, and it's one of the big no-no's of breaking up. If you can't say anything nice about the other parent in the stress of breaking up, then don't say anything at all! So, no blaming the other parent.

## **HOW TO TELL THE CHILDREN**

Both parents need to agree on what they are going to say, and how they will tell the children. It's best if both parents do it together, which will make the children feel safer, and so that they can see that you will be cooperating in looking after them.

When the decision has been made, it's important to let the children know what is happening, even if you think they're too small to understand. Even if your children are too young to speak, they understand a great deal. Depending on the age of the child, depends how simply you tell them that mummy and daddy aren't going to live together any more, and at the same time it's really important to re-assure them that they will still see and live with both parents.

## **RE-ASSURE THEM**

The children need to be comforted and re-assured that both parents still love them to bits and that their life will change as little as possible. Above all,

tell them the truth. If they think you're lying or hiding something, they become insecure and anxious, never knowing whether to believe you or not. They need to be able to trust both parents.

Many children blame themselves when their parents split up, feeling guilty about having been naughty in some way. It's really important to re-assure children that they are not to blame, that it's what mummy and daddy have decided to do. What you tell them depends on the age of the children, but whatever the age do not involve them in your emotional problems.

## **MANAGING THE SITUATION POSITIVELY**

Reassurance, routine and stability. Providing these essentials means each parent telling the children they love them, and that you'll be caring for them in the same way, from helping with their homework to running them to school, to playing games together. If you don't already, maybe this is a good time to start family game sessions together, simple board games with little ones, and reading aloud, and more sophisticated games with older ones. Children love all being gathered round the table doing things with their parents.

Stick to existing routines as much as possible, which gives children a sense of stability. The same time-tables, like tea-time, homework, reading together, followed by bath-times - the comforting sameness of the same old thing, gives both younger and older children a feeling of safety and security.



**MANY CHILDREN BLAME THEMSELVES WHEN THEIR PARENTS SPLIT UP, FEELING GUILTY ABOUT HAVING BEEN NAUGHTY IN SOME WAY.**



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### FACING THEIR FEELINGS

The children need to express their feelings. This means listening to them, helping them to find words for their pain and confusion, encouraging them to talk when they are withdrawn or silent. Encourage them to be honest about how they feel, knowing that you won't get angry with them. When you acknowledge their feelings, they can trust you. You may have to explain the situation several times. In their pain and panic, they may not necessarily understand everything straight away and may be confused about it all. If they misunderstand they may have unnecessary fears. So all the time re-assure them with physical hugging and loving touching, as well as words, that you love them.

### THE BOTTOM-LINE

They need to know that what is happening isn't their fault. And they need to know that though life feels tough now, it will work out, and they will still be loved and cared for. You will all be okay.

### A CHILD'S LIST OF WANTS

- **I want both mum and dad in my life. So please write to me, ring me, text me, and ask me what I'm doing, so I feel that I'm still important to you, and you still love me.**
- **Please don't fight, and please try to get on with each other. Don't fight about me, it makes me feel guilty.**
- **Please support me in spending time with each of you. If you seem jealous or upset, it makes me feel I should be loving one parent more than the other.**
- **Please don't make me deliver messages, but communicate with each other.**
- **Please don't criticise my other parent, it makes me feel you want me to take your side.**
- **Please remember I want you both in my life, to teach me how to live, and to help me when I need you.**

### SUPPORT TIPS

Tell the staff at your child care centre what is happening, so that if they notice behaviour changes they can respond appropriately and with understanding.

Get both sets of grandparents on board. They can offer both practical and emotional support to every member of the family, and are especially important to children at this time. They can help provide the continuity and stability their grandchildren need. And they can also provide a neutral meeting place for either or both parents.

Make sure they understand and agree to the protocols you've established with the children, with no blaming or criticism of either parent.

# PLAY HARD LEARN EASY

## What **DO** children learn at daycare?

By Annemarie Quill

Mid morning at TopKids, Mount Maunganui. Three-year-old Libbie is having a ball. Who knew that baking gingerbread men with a bunch of friends could be so much fun? Floury footprints on the floor, strange stuff to mix and mash, raisins for a sneaky snack. What more could a three-year-old wish for?

When home time comes, Libbie proudly presents Dad, Shane, with the finished piece. “Eat,” she insists. Dad looks alarmed at the alien man with the huge burnt head and three legs. Teacher Sheree French explains: “Libbie spent the whole morning making that. Great work!”

Driving home (and feeling a little queasy) Shane tells Libbie he is happy that she had such fun.

Because that’s what kids do at daycare right? Have fun and play. True. Childcare kids work hard at play. But it is so much more than that. Children learn as they play.

What was Libbie actually learning? Apart from making a sticky mess, it may surprise Libbie’s dad to know that Libbie wasn’t actually learning about

how to bake gingerbread men. It was all about what she learned in the process.

If teacher Sheree told Shane Vrins that his daughter had a fun day learning mathematics, motor skills, teamwork, language, geometry and physics, then Shane might find that harder to swallow than the dodgy gingerbread itself!

But it is true. Children under five learn across the whole spectrum of school subject areas. The difference is, early childhood teachers integrate this learning into everyday play and activities.

Whether it is baking, digging in the sandpit, singing, reading, stacking blocks, or just mooching around, children are constantly learning and developing. The learning is not limited to play activities. Even in seemingly humdrum routines such as sleep or meal times, there is plenty of learning to be had.

Yes, children learn this at home too. But what a quality childcare offers in addition to home, is a wide range of resources. The most valuable resource is the teacher. It is the teacher who recognizes what each child is





interested in, and who works out strategies to develop these interests into learning opportunities.

Libbie's teacher Sheree explains that the gingerbread was not a random activity. Over the past month, she had noticed how Libbie made a beeline for play dough.

"I wanted to offer an experience that not only extended her existing interest, but also her thinking. Baking was an opportunity to repeat things she learned with play dough, e.g. rolling or making shapes. It offered new challenges too, such as learning about safety and hygiene, and science concepts in cooking. The learning was not lead by me as the teacher, but the children themselves through their play".

While most of us would rather run a mile than bake with a bunch of three year olds, early childhood teachers like Sheree are passionate about group experiences because they offer opportunities to develop children's social skills.

Social skills learned before five are crucial for later life and learning. Research shows that children who learn early how to develop positive relationships with others tend to keep this skill as they adjust to school, and later in life. On the flipside, children who find it difficult to play constructively in a group find it harder to adjust to school and life.

Many adults who experience difficulties in life, relationships or work might have missed out on opportunities to develop social competence when they were young. That man who nips into the parking space you're just about to turn into, might just have needed a little more time at the water trough!

**MANY ADULTS WHO EXPERIENCE DIFFICULTIES IN LIFE, RELATIONSHIPS OR WORK MIGHT HAVE MISSED OUT ON OPPORTUNITIES TO DEVELOP SOCIAL COMPETENCE WHEN THEY WERE YOUNG.**

Social skills don't automatically develop by throwing a bunch of three-year olds together (try it!). It requires the mediation of a good teacher who recognizes where a child needs extra support e.g. with shyness or aggression. In group play, teachers support children to develop empathy: the ability to see the world from another's perspective. Preschoolers are naturally egotistical, so need as many chances to develop empathy as possible!

Childcare cannot promise to turn all children into perfectly mannered social butterflies, but what it does offer is lots of group play, crucial for social competence.

Libbie learned more in a small group experience than if she had baked at home with Dad. Children learn as much – if not more - from friends, as from teachers or parents. Libbie watched her buddy four-year old Ciaran making eyes out of raisins, and followed suit. When Ciaran's egg shot across the floor, Libbie modified her own cracking manoeuvre. When teacher Sheree suggested Libbie share her egg with Ciaran, Libbie experienced the benefits of teamwork. Libbie learned about consequences: when Ciaran rushed to the front of the queue for the oven, he was sent to the back. As a result, Libbie waited in turn without Sheree asking her to.

Next on the agenda for Libbie and her posse? Gardening! Brave teacher Sheree says it will be a chance to extend their play in a natural environment. They will be able to revisit their skills learned in play dough and baking, but using soil and garden tools. As well as growing plants, the group will cultivate those social skills! Meanwhile Dad Shane can look forward to weird and wonderful veggies to sample!

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Written by Annemarie Quill in February 2010. Annemarie is a mother of three (8,6, and 4) and a journalist for the Bay of Plenty Times in Tauranga.

# HOW PLAY EQUALS LEARNING

**It is difficult to separate out learning by activity. In one single activity, children are learning a multiple of complex things. Here is a general idea of what children can learn in different play areas**

**Baking:** Fine and gross motor skills to hold tools, mix, roll and knead. Knowledge of shapes. Mathematical concepts such as more/less, measuring, counting and volume. Discovering properties of ingredients. Science e.g. heat. Safety and hygiene. Turn taking. Following oral instructions, and understanding concept of written recipe.

**Block/construction play:** Children build for a purpose (make a tower or bridge). Encourages problem solving, and testing of hypotheses e.g. 'what happens if I put this here?' Mathematics skills like classifying. Cooperative skills. Literacy skills when copying from instructions or pictures. Manipulative and creative skills, and the laws of physics and gravity!

**Sand play:** Fine and gross motor skills. Discovering properties of sand and how to manipulate with tools. Rules about play, e.g. sharing tools and not eating or throwing. Social play. Mathematics concepts -heavy/light or empty /full. Literacy- drawing shapes, letters in sand.

**Water play:** Like baking and sand play, soothing sensory play. Pouring and transferring develops hand eye coordination and balance. Mathematical/science concepts like volume, floating and sinking.

**Music and dance:** Stimulates memory, coordination and expressive skills. Young children enjoy rhythm and repetition. Music is a great way to learn language skills, develop listening and concentration. Dance requires balance, coordination, cooperation, and ability to move in time and space.

**Puzzles, shapes sorters etc:** Mathematical skills, in particular shapes and seriation, patterning and sorting. Problem solving. Persistence.

**Dress up/imaginary play:** Learn to be creative and expressive through role-play. Practise language and expressive skills. Improves vocabulary. Encourages empathy and ability to compromise, because seeing the perspective of another child's imagination is crucial for the game to flow well. (Ever seen four-year olds girls argue over who plays the princess?) Practise social norms and values of real life. Allows children to explore real themes in an imaginary environment, and as such teaches life lessons

**Art:** Multi-sensory exploration. Fine motor skills. Manipulation of tools. Exploration of colour. Early literacy skills-the realization that pen and ink are means of being creative and expressive. Early writing: the scribbles, lines and shapes are children's early writing. Boosts brain development and self-esteem, alleviates frustration. Art can be a great form of self-expression for a preverbal child.

**Physical play:** Spend a rainy day inside with a bunch of preschoolers, and you will be left with no doubt that children need physical play. Can be inside or outside, but outside gives more freedom and appreciation of natural environment. Fine and gross motor skills. Spatial relationships. Balance and coordination. Problem solving.

Exercises the body and grows physical fitness, also fires up brain cells. Promotes emotional well-being and reduces stress.

**Mat time:** Encourages listening and language skills. Introduction to print and reading. Offers older preschoolers a dry run of the school environment-e.g. sitting and concentrating in a group, following instructions, question and answer sessions, putting hands up.

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IN PARTNERSHIP WITH



By Maureen Hawke

# Stretching the **Brain**

At around two and a half years things may change again. Some people will call it the terrible twos stage.

Very important things begin happening at two years.

Movement patterns are still constrained. For example, foot and leg move as one rather than as moveable parts. Later they will be integrated into a smooth walking and running pattern. Body control has improved so that jumping, climbing, throwing balls, catching balls with arms and body, kicking balls and using hands much more skillfully occurs.

Some children frequently seek out repetitive movement experiences like spinning. Don't stop them. They are spinning because it makes them feel good.

## CO-ORDINATION IS DEVELOPING

Movements that occur on one side of the body will also occur on the other side: when using scissors, the other hand will open and close.

## GET INTO 'TWO-SIDED' ACTIVITY

This happens because toddlers have not yet learned that the two sides of the body are different and can do different things.

So they need to have lots of opportunity to use the two sides of their bodies.

Through using the two sides of the body they will learn that they have two sides, and that these two sides can do different things at the same time.

## GET TO THE PARK – OFTEN

Take your child to the park regularly. This provides plenty of opportunities to practice:

- climbing
- running
- swinging
- kicking balls
- rolling over balls or along the ground
- spinning
- balancing
- rocking
- jumping



These activities help develop body control, co-ordination and balance and some of these activities should be undertaken every day.

## GOING FOR WALKS IS FUN

Just walking down the street is very exciting.

There are so many things to look at and do, especially

- jumping over the cracks in the footpath
- learning to balance on the edge of the footpath
- finding different rocks and stones and also collecting leaves that have fallen from trees
- Flowering weeds are also great to pick to take home and put in a vase.
- The different trees and birds are lovely, and
- imitating bird noises is fun.

Learning about the clouds, sun, wind and rain, the signs on the side of the road, the different cars and trucks is exciting.

Walking around your neighbourhood teaches child so much. Being driven in a car doesn't teach much at all.

## SAND PLAY – VITAL HELP FOR LATER READING, WRITING AND SPELLING!

Sand play is also great fun and an excellent stimulus to the sense of touch.

# with **Exercise & Play**

Playing in sand also provides opportunities for pretending and fantasy. This is very important for development as these abilities promote visualisation.

Later on in school these experiences will help reading, writing and spelling.

## **STRENGTHENING THE HANDS – TOYS ALONE WON'T DO IT**

By two and a half years your toddler's painting is getting better because they can now move their wrist and not their whole arm when painting.

Because most of their toys do things for them they don't have to manipulate them.

This means they don't always get to use and strengthen their hands and will need lots of opportunities to do this.

Things that are great for this include:

- Finger painting and play doh
- threading beads
- pushing and pulling activities, especially tug of war type games, and
- hanging from flying foxes is a great strengthener for arms and hands.

## **GET ON THE MONKEY BARS**

Monkey bars are the best way to develop hands, fingers and arms and also eye hand co-ordination.

Going across monkey bars with thumbs underneath the rungs, makes arms

and hands become stronger.

With better hand development it will be easier to control the pencil and write when in school.

The more practice on monkey bars the better.

## **LADDER SKILLS = LANGUAGE SKILLS!**

Going across monkey bars also practices eye hand co-ordination as not looking at the hand on the rung may cause a fall off the ladder.

Improved ladder skills can help language skills improve. So don't wait!

Get on monkey bars as soon as you can because developing good eye hand co-ordination is important for everything in life, not just handwriting.

Growing older without good eye hand co-ordination and finger control, may cause clumsiness, this can lead to untidy written work in school and at home there may be difficulties buttering bread, doing up buttons, pouring drinks, dressing and taking lids off bottles and jars.

Movement activities such as monkey bars, threading, painting and play doh help the two sides of the brain work better together especially activities that involve crossing the mid line of the body.

When balance, visual, auditory, touch, smell and taste senses are stimulated



through movement and interaction with the environment, brains are more able to make sense out of incoming information. This is called integration and integration is very important for learning in school.

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Maureen Hawke has 25 years child development experience.

For more information on how to make the most of your baby's brain power visit Maureen Hawke's website: [www.brightstart.com.au](http://www.brightstart.com.au)



# roundabout

## Montessori @ the School house

Montessori @ the School house did a Christmas play "Montessori Children save Hamilton City." David Bennett MP for Hamilton East attended, who was delighted to see the performance and the turnout of our parents/whanau.

Written by parent, Arun Subramanian, the play told how the city was in a big mess with rubbish all over the city. The Montessori children helped tidy up the city by cleaning, planting flowers and singing songs. It was a big team effort as children took ownership of the whole project.



## Mainly Kids Vermont

Big excitement when Sir Graham Henry visited Mainly Kids Vermont Street to let his granddaughter, who attends the centre, show off his RWC medal!

## Early Years Pharazyn Street

Every week some of the 2 year olds walk to the train station and catch the train to the local gym! With excitement and enthusiasm we arrive at the gym eager to participate in gymnastics. Here we develop and experience hand and eye co-ordination, balancing, social interactions, music and movement, spacial awareness, how to listen and follow instructions, confidence and so much more! Back to centre, we often practice our new skills.



## Kids to Five Maui

The centre made a "Ritchie McStraw" scarecrow in a Hamilton Gardens competition and won first place in preschool category. Community Kindy Te Rapa came second place with Ma'a'honu scarecrow.



## Early Years Cornwall St

Benny was lying on the bed while Aidyn, Atianna and Isaac were checking him with different medical equipment. Benny said, "I was swimming deep, deep into the water. Then a shark came and bite me, my back and tummy." Since Atianna was wrapping his foot he added, "my feet too!" Aidyn said, "Wrap his tummy," Isaac said I'm going to kill the shark."

The children all took turns of being the Doctor at a clinic and examining the patients and finding out what was wrong with them. Benny has spent a lot of time at the Cornwall St Doctor's Clinic and his confidence has grown from being an on-looker, to patient to Doctor. Lots of turn-taking and expressing imaginative ideas has occurred.





# roundabout

## Little Gems South

The children at Little Gems have shown a huge interest in 'watching traffic', using the playground structure as a viewing platform, climbing up on it to watch police cars, fire trucks, tankers, motorbikes driving past.

They have been developing an understanding of the 'links between our education setting and the unknown and familiar wider world through images.' From this interest, we went on a few excursions around the local community, visiting our children's parents who work with vehicles or construction, and police officers, to gain a better understanding of the jobs they do.

The children loved physically being involved in their own learning, eg: 'riding' a bike, boat, tractor or police car; watching vehicles getting fixed, looking around the police station. They asked a lot of open ended questions along the way to further their understanding.

Tegan's dad is a motor bike mechanic at Action Suzuki, Harry and Nic's mum and Christian's dad are police officers. Jenna's dad owns a boat shop called Egmont Marine.



*The children after a visit to the boat shop in a tractor bucket.*

## ABC St Marks

ABC St Marks in Epsom, shows how to teach Healthy Eating, even for a Birthday Party. Pictured is 2 year old Ava's birthday party as she celebrated the healthy way with grapes and marshmallows on a water melon that her grandmother brought for sharing – delicious!



## ABC Greenmeadows

To celebrate joining the Kidicorp family, a competition was held across all ABC centres to introduce the new logo to our families. Centres were asked to come up with the most creative way to show off the new logo – the only rule being that all staff and children had to be involved and they had to have fun! Over 60 high quality entries were received.



Pictured is ABC Greenmeadows, in the Hawkes Bay was the overall winner. The children and teachers painted ABC onto blocks. They then cut out the shapes for the boy and girl from wire sheets and folded the edges in. Bits of blue and green paper were crumpled up to make the clothes for the figures. Finally, to complete the figures, the children attached a skipping rope to the girl and a brush and palate to the boy.

## ABC Waltham

Children at ABC Waltham in Christchurch created their own bath bombs to feed their current interest in science. The children brainstormed what they could use from their garden to make their own variation of the recipe, and decided to use lavender, parsley, chives, mint and rosemary, which they dried and cut finely before adding them to their own bath bombs. The next day, children placed their creations into water and got to see, touch and smell how they react in water – very cool!"



# Kidicorp, for happy, confident learners!



creativity



maths



friendship



nurturing



discovery



reading

## What our Teachers say...

*"Our job is to give every child the best learning start and best emotional support we can. We love watching children blossom in our care."*

## What our Parents say...

*"The teachers are passionate, the environment rich, my kids love being there."*

*"The staff become like part of your family."*

*"Thank you for all the love, encouragement and support you give my children."*

## Find a centre near you

Edukids, Top Kids, Early Years, Montessori, Community Kindy, First Steps, Kids to Five and ABC Learning Centres

Phone 0800 Kidicorp  
[www.kidicorp.co.nz](http://www.kidicorp.co.nz)



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