



WELCOME TO THE OLDER TODDLER ROOM

Ages 2-3 years



Welcome to the older toddler room. Here we explore with energy, explode with frustration, dawdle to “smell the roses”, change moods, act powerful asserting autonomy with “NO”, act fearful, experience separation anxiety, and are constantly on the go. Our goal is to provide a relaxed, fun and secure caring and learning environment for your child who is starting to test their independence.

We want our classroom to be an extension of your family. All families have hopes, dreams, and wishes for their child. We are in this together, by daily communication and during conferences we will include you in setting educational goals for your child that help them attain your hopes and dreams.

Development is not a race! Children do not benefit from achieving developmental milestones at the earliest opportunity. We hope to broaden your child’s experiences by providing enriching play opportunities that challenge your child and to provide familiar experiences that your child can master in all areas of development: motor, cognitive, social, emotional, language, and expressive capabilities.

We have embraced “The Creative Curriculum” because it is a researched based curriculum based on child development and learning through play. A copy of “The Creative Curriculum” goals and objectives for toddlers & twos is attached. We also use the Pennsylvania Learning Standards to help develop our lesson plans. These standards are hanging in your child’s classroom.

We want our classroom to be:

- *A wonderful place to be a child
- *A learning environment that ignites the child’s curiosity and engages them in play
- *A safe nurturing extension of family with personalized individual care for each child
- *A place where parents feel empowered to share their needs & dreams for their child

Some skills we support:

Interest in Others

- *Trusts adult teaching staff
- *Shows empathy for others
- *Enjoys playing next to other children
- *Participates in small group activities

Self-Awareness

- *Labels body parts
- *Expresses emotions with increasing self control
- *Refers to self by name

Communication

- *Listens to short stories
- *Fills in repetitive phrases of stories or songs
- *Uses pronouns (I, you, me)
- *Participates in songs and finger plays
- *Describes pictures in books
- *Uses simple sentences
- *Follows two step directions
- *Begins to identify their name on classroom labels

Acts with Purpose and Uses Tools

- *Uses feeding utensils
- *Stacks blocks, assembles four piece puzzles
- *Pours liquid
- *Puts on coat, helps dress after using the toilet
- *Experiments with writing tools like markers and crayons, explores cutting with scissors

Cognitive Learning

- *Recognizes several shapes and colors
- *Interested in counting
- *Asks “why?” and demonstrates curiosity, likes to find out how things work
- *Enjoys activities with cause and effect

Physical Development

- *Runs and walks with ease
- *Throws and catches a large ball
- *Walks up and down stairs using alternating feet
- *Begins to pedal

OUR DAILY SCHEDULE

- 6:15-9:00 Combine with Young Toddler class, morning goodbye rituals, self directed play, individualized breakfasts
- 9:00-9:15 Clean up and hand washing
- 9:15-9:30 Breakfast snack
- 9:30-10:00 Diapering and potty time, self directed play
(WEDNESDAY) Gym Class
- 10:00-11:00 Child directed play in learning center, planned teacher directed small group activities
- Learning centers:
*Manipulative-stacking toys, shape sorters, puzzles
*Dramatic Play-housekeeping center, thematic props
*Construction/Block Play-people, animals, cars, trucks, boxes, foam blocks
*Sensory Play-water, snow, materials with different textures, dump and fill
*Quiet Center-books, stuffed toys
*Science-Nature tubes, magnifiers
*Art & Messy Play-experiencing clay, paint, paste, drawing, play with instruments, finger play
- 11:00-11:15 Circle time, move and groove to music, sing songs, play with instruments, finger plays
- 11:15-11:45 Large motor time, outside or racquetball, play with balls, parachutes, tumble on mats, balance on beams, ride cars or trikes
- 11:45-12:15 Hygiene & Lunch
- 12:15-12:30 Diapering, potty time, lap reading, books and stories
- 12:30-2:30 Nap time
- 2:30-3:00 Gradual wake up, diapering, potty time, hand washing, and snack
- 3:00-4:00 Child directed play, stories and books
- 4:00-5:00 Outdoor play, music and movement, combine with Young Toddler class
- 5:00-6:00 Diapering, potty time, child directed play continued, or outside time

General Reminders

OUTSIDE PLAY

Outside play is a daily occurrence. Children enjoy the benefit of playing outdoors in all except extreme weather. We use the guidelines set by The American Pediatric Association for outdoor play. The children will not go outside if temperatures are below 15 degrees F wind chill or if the heat index is above 89 degrees F. During warm months playtime will be limited during hot midday sun (10:00am-2:00pm). Please make sure your child is dressed warmly for outdoor play during the winter months. Scarves, mittens, hoods or hats will keep them from getting chilled. During the warm summer months hats or visors to protect from the sun are advised. **For safety reasons active play requires sturdy shoes or sneakers. Your child should not come to the center in sandals or flip-flops. Parents will be asked to provide a safe play shoe before leaving their child at the center.** Families are encouraged to send sunscreen (SPF 15 or higher) to the center. **Parents must sign a permission slip for sunscreen application**, which will be kept in our classroom, and grants staff permission to apply the sunscreen during outdoor activities.

EXTRA CLOTHES

Please send two sets of weather appropriate clothes (shirt, underwear, pants, socks) in a plastic shoebox labeled with your child's name. We will use these clothes if your child needs to change during the day due to a spill or bathroom accident. We will send written reminders to replace clothes or when the season changes.

LUNCH

Lunch is a nourishing social time. The children are asked to stay seated while they eat. We encourage proper use of utensils and we help those still learning. **When meals are sent from home, food should be cut in manageable pieces for ease of eating. Please write your child's name and date on all perishable food items. Place all perishable food items in the classroom refrigerator. Please make sure that all food packed for your child can be re-heated within 45 seconds. We do not accept tv dinners or meals that take longer than 45 seconds in the microwave.**

HOT LUNCH

If your child would like to participate in our hot lunch program that is offered on Friday's, please fill out the lunch forms given out each week. The cost of lunch is \$2.50 per child. Please return the lunch form and money to the payment box by the Thursday before. On Friday's we have pizza, purchased from Sal's Pizza-Randa. Your child will enjoy a slice of pizza, a garlic knot, and a drink.

NAP ITEMS

Naptime provides a time to relax and recharge. Nap supplies should include a small travel pillow, a crib sheet (to cover the mat), a blanket, and a stuffed animal. **Please make sure to label ALL nap supplies with your child's name.** For health reasons, we must store sleep items in such a way that there is no contact between bed linens. A tote bag or backpack is a MUST for sanitary storage of sleep items. **Friday all sleep items should be taken home and washed, then brought back on Monday.**

ACCIDENTS AND MEDICATIONS

Accidents happen. Toddler's balance and walking skills are just developing. If your child gets hurt, we will record the injury on an accident form. You will be notified at pick-up time if the injury is minor and will be asked to sign the accident report. We call parents immediately if the injury is more serious.

Sometimes toddlers go through a horrifying stage of biting, which is a major problem for the group. Biting is not something to blame on the children, parents, or caregivers. Biting is the act of an individual not yet equipped to be fully social. There is no blame but our program will accept responsibility for providing a safe setting and make the program work for all children. We will always notify the family of the bitten child and also the family of the biter and communicate our plan of action to control biting in the program. (See attachment)

Please refer to our parent handbook for our medication and health policy. One medication policy that is often misunderstood deals with over-the-counter medications (Tylenol, diaper ointment, oral gel, etc...). **We will need a note from your physician to administer these medications.** The note must contain instructions for dose, time, duration of use, and be signed by the health provider. Your physician may fax a note to 215-536-2943. When your child is taking a medication during the time at the center, you will also be asked to sign a medication log and we will keep the physician's note with the medication log.

FAMILY MAILBOXES

Each child has a family mailbox/cubby in our classroom. Please check it daily for family messages or newsletters. Each child will also have a clipboard and daily log sheet. We will record how your child eats, their diapering/potty times, and a daily observation of their participation in classroom activities. If you need to write a note to the head teacher, you may do so on the back of the daily log sheet. Your child's artwork and special projects will be placed in their cubby. We also post reminders and our daily activities on our classroom whiteboard located on/by the classroom door.

Parent communication is important! Please feel free to call during naptime (1:00-3:30) at 215-536-8409. The staff will welcome your interest and will be able to let you know how your child is doing.

FAMILY PHOTO

It is important for a child to feel they belong in a new classroom. If you could send a family photo that we could keep in the classroom, it will be a reminder to your child that you will not be far away and will return at the end of your work day. Seeing family faces in our classroom will help with the transition from home to school.



Parents are always welcome to come and play and visit our classroom. We invite parents to help as afternoon story readers, or share in a family event in our classroom. The center will also host some family events through out the year. This is a great chance to meet your child's friends and other families, as well as socialize with our staff.

Thank you for selecting the YMCA Child Care Program. We are a participant in the Keystone STARS quality initiative with a four star rating as well as NAEYC accreditation. Professional development is key. Each year our staff works to enhance their professional skills and competencies in support of children's learning and development.

We are happy to have you and your child with us. We will try to make your child's days active and happy ones!

Welcome to the Older Toddler Classroom!

The Older Toddler Staff

CHILDREN BITING

Now that your child is growing and developing into a wonderful toddler, the staff at the Upper Bucks YMCA Child Care Center would like to share some thoughts about biting with you. Biting is a normal and natural behavior for toddlers to experience and your child may or may not be a “biter”. We are trained to deal with this normal developmental milestone and we would like you to know what we do when biting occurs.

- *Cool, firm, disapproving response to biter
- *Comfort the bitten child and treat the injury
- *The biter is not allowed to return to play and is talked to on the level that he/she understands and then is redirected to an activity
- *We always record biting incidents
- *The name of the biting child is not released-CONFIDENTIALITY
- *We look at each biting incident for patterns
- *”Shadow” the biting child and anticipate biting situations
- *We try to adapt the environment to better fit the child’s needs
- *Teach non-biting responses and reinforce appropriate behavior
- *We make special efforts to protect potential victims

Remember punishment doesn’t work to change the child. What does help are immediate, logical consequences: being deprived of what he/she sought and denial of positive outcomes of the biting, such as adult attention.

When biting occurs, we are all challenged to maintain a broader perspective. Some children become stuck in a biting syndrome and it is frustrating from the parents of victims that we are unable to “fix” the child quickly or terminate care. We will try every effort to extinguish the behavior. We will work with the families involved on a strategy to reduce any stress the child is feeling.

Only after we feel we have made every effort to make the program work for the biting child do we consider asking a family to withdraw the child.

If you have any questions about biting and how we handle it, please talk to our director or us.

Thank you,

The Toddler Staff

