

Quiet Times



Issue 1, 2014

a newsletter for Home-Based Caregivers

Caregiver Work Night at ASCY

Submitted by: Affiliated Services for Children and Youth

In Hamilton, home child care providers are afforded the opportunity to attend Caregiver Work Nights once a month from September to June. The pictures show some of our Hamilton caregivers networking in ASCY's newly renovated Professional Resource Library space.

The Work Night offered by ASCY allows time for caregivers to chat, share ideas and concerns with other Home Child Care providers, work on projects using the Library equipment and borrow resources (active Resource Library members only) to use in their Home Child Care settings.

Over the past year, ASCY staff have strived to create an environment where our space has been naturalized. We were very inspired by the books "Inspiring Spaces for Young Children" and "Rating Observation Scale for Inspiring Environments" authored by DeViney, Duncan, Harris, Rody and Rosenberry. Our vision has been to allow all those who live in Hamilton and live and/or work with young children to feel inspired when walking through the Library doors. Neutral colours have allowed our focal areas and pieces of interest to be highlighted. Uncluttered work space and lovely sitting areas provide an atmosphere conducive to networking and task completion. Natural objects and materials are calming and help bring nature in to the environment. As one of our Home Child Care Network leaders said, "Our new environment is inviting for big kids to play".

Several articles within this issue of Quiet Times address our theme of "Naturalizing Your Play Space".

For further information about Caregiver Work Nights, please call Jan or Jeanette at 905-574-6017, extension 222.



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Professional Education Opportunities

Affiliated Services for Children and Youth (ASCY) - Hamilton

ASCY offers a range of educational/training opportunities for early years, child care and home child care practitioners.

Emergency First Aid/CPR

Saturday, April 5, 2014, 9:00 am to 2:30 pm

Cost: \$70.00 Library members, \$80.00 non-members

Location: ASCY

Presented by: Hearts Helping Hearts

Professional Firefighters teach Emergency First Aid/CPR in a clear and easy-to-understand format. Please bring your own lunch.

Networks: Please check the ASCY insert for area network information and dates.



Early Childhood Community Development Centre - Niagara Helping You Achieve Your Training Goals...

The ECCDC Team is committed to offering workshops and training sessions with exactly the right mix of information, inspiration and interaction so you leave with new skills and renewed passion for the work you do every day. We are also committed to providing you with access to state-of-the-art learning resources and classroom equipment and to giving you the skills and insights you need to put these items to their most effective use. Drop in to the ECCDC to have a look at all the learning equipment that may be borrowed for your home child care program and visit our website at www.eccdc.org for a list of upcoming training sessions. We look forward to seeing you at the ECCDC soon!



Ontario Early Years Centre: Brant

For information on workshop options and to see a current copy of our Professional Development Newsletter, log onto www.eycbrant.ca/oeyc. A copy of the current newsletter will be available for you to see what is being offered.

When fees are associated with a workshop, you are required to register in person or by mail and payment must be received prior to completing your registration. Programs with approved billing can register by phone. If there is no fee associated with a workshop, you can register in person, by phone at **519-759-3833** or email registration@eycbrant.ca. Please note the cancellation policies associated with paid workshop registration.



Ontario Early Years Centre: Haldimand - Norfolk

The Home Child Care Network of Haldimand and Norfolk usually meets from 6:30-8:30 pm the first Tuesday of each month from September to June at the Ontario Early Years Centre - Haldimand and Norfolk, 12 Colborne St. North, Simcoe, ON N3Y 3T9.

We ask you to please call **519-429-2875** or **1-866-463-2759** at least one week in advance to register and to confirm the meeting date.



Reflecting Upon Your Home Child Care Environment: How Can I Naturalize Our Play Space?

Submitted by: Affiliated Services for Children and Youth

From time to time, it is important to reflect upon your home child care environment. Ideally, your work and play space should be functional and pleasing to the senses.

Looking through the 2010 book “Inspiring Spaces for Young Children” and its accompanying “Rating Observation Scale for Inspiring Environments” has given many in the Early Learning and Child Care field pause for thought.

These resources discuss seven principles that allow for a warm, welcoming, productive environment. The principles are as follows:

- Nature inspires beauty.
- Colour generates interest.
- Furnishings define space.
- Texture adds depth.
- Displays enhance environment.
- Elements heighten ambiance.
- Focal points attract attention.

When you consider each of these principles and what they encourage us to think about, you realize that it is very easy to bring some of these elements into a home child care play space.



The nature-inspires-beauty principle addresses the idea of bringing living things into your environment. You may want to bring non-poisonous plants or herbs in for the children to help care for. Do you have a pet which can be a regular part of the children’s day? Fish in a bowl is a very easy way for children to see the need for caring for a pet and offers much enjoyment for all. A water wall or small fountain with rocks brings in natural elements.

Offer items from nature as a sensory experience. Sort leaves, seriate sticks or make crayon rubbings of leaves. Place items from nature in the painting/drawing areas. Children may be inspired in their work. Allow children to experience the smell, touch, look and sounds of nature both indoors and outdoors.

Have nature items available on a variety of surfaces such as the wall, floor, window, counter, tables.

Consider the ways you use colour and texture in your play space. By using neutral colours, wood-toned and upholstered furnishings, textured window coverings or wood-like flooring, you add a sense of calm to the environment. Use primary colours for accent and limit the number of accent colours you use. Upholstered furniture, pillows and woven materials add texture to your space. Perhaps you could house toys and/or creative materials in sea grass baskets. Add fabric or wooden placemats, an area rug or a macramé hanging.

Your furniture should be of proportionate size and positioned to define learning spaces. Can you position a shelf or table at an angle to add interest to your room but still be able to easily see all areas where children are playing and learning? Use of area carpets can help define an area. Add real items and items/pictures on the walls and counters that support learning in the dramatic play, block, science, book, music or creative learning areas.



Reflecting Upon Your... (continued)



Children are inspired to create and talk about their projects when they are displayed in their environment. Consider framing or mounting children's artwork in various ways and hang on walls, display on a counter or in a mobile format. If children create projects inspired by the nature you bring inside, place their work in that area.

The toys and materials that are housed in baskets or other natural materials add to the display elements in your room. (For example, place your child-size scissors in the holes of a brick that is held down to the surface with two-sided tape.)

When reflecting upon your environment, think about natural light and artificial lighting. Natural light offers a chance to house plants in that area. It allows for prisms or glass objects to reflect light. Children can be taught about the need to be careful with such objects and what to do and what not to do if something breaks. Small, coloured decorative bottles are inexpensive, fairly sturdy and offer great light reflection opportunities. How do you illuminate darker areas of your room or add light at darker times of the day? Are you using lamps or fluorescent lighting? The shades on lamps can add interest, colour and texture to your environment. If you are a member of a professional resource library, you may be able to borrow a light table to explore x-rays and transparent or opaque materials.

Focal points in your environment can be from any of the above elements. Think about how natural materials, colour, furnishings, lighting and texture can be a focal point of your room. A piece of furniture, plant, wall hanging, item of bright colour or a metal creation can add a pop that the children and parents focus on as they enter your play space each day. Focal points can be varied and can reflect on your personality or children's interests. Focal points can be inspiring.

While we know it is often prohibitive structurally and/or financially to make major changes, we hope this article has inspired you to think about your environment and plan to make one or a few small changes to enhance your home child care setting now and encourages you to revisit your environment on a regular basis.

Sources:

Inspiring Spaces for Young Children
Rating Observation Scale for Inspiring Environments
 DeViney, Jessica; Duncan, Sandra; Harris, Sara;
 Rody, Mary Ann; Rosenberry, Lois
 Gryphon House Inc., 2010

If Love Comes First then Knowledge is Sure to Follow

Submitted by: Ontario Early Years Centre: Haldimand-Norfolk



David Sobel, in his article “Look, Don’t Touch”, quotes John Burroughs as saying, “Knowledge without love will not stick. But if love comes first, knowledge is sure to follow.” It’s our responsibility as parents and teachers to make sure that love comes first. The article refers to the importance of letting children fall in love with nature by letting them play with it. They will gain knowledge by hands-on, fun and interactive activities.

Our role as educators is to allow children the opportunity to fall in love. A big part of the article speaks to the adults who fall into the “teacher role”. You know the one...the teacher who lectures, who gives the answers and who inhibits learning by implementing too many rules.

Suppose you find an insect outside and you bring it indoors to be looked over. Let the children look at it, provide them with the materials they need to document it. Do they want to use crayons, markers, clay, playdough to make a model of it? Do they want to look it up on the internet? Or do you have a book that identifies native insects? Find the page it’s on and ask them if they see a bug that looks like the one they caught? Then when they are done, put the bug back outside where it was found. This whole experience encourages children to wonder, explore, observe patterns and make sense of things. And it teaches them how to handle things with care and respect.

So, now it is winter and we want to bring some of nature indoors. What are some things we can do to help

children learn and play with their natural surroundings? Gather artifacts and bring them indoors.

Good ideas of things to gather are:

- Rocks and shells
- Pine cones
- Snow
- Sand
- Tree boughs from different trees
- Bark from different trees
- Icicles
- Leaves
- Cattails, ferns and other plants

Ideas for Games

- Bring in some flowers and let the children smell them. Can they identify the smell with their eyes closed? Make a game out of it! For young children, you can have them try to guess if they smelled a flower or food.
- Sorting – they can sort rocks, shells, cones, anything you have. They will find a way to sort it. Let them play with the items and find their own attributes.
- Place gathered items into jars and allow children to estimate the number of items in each jar.
- Play “what’s missing”? Let them put out some of the gathered artifacts and take one away.

Creative Art Ideas

- Heated stones are good for colouring on with a crayon...watch as the wax melts on the stone. In the summer time, you can put pieces of crayon on rocks and watch them melt over the course of the day. Add in colours and watch as the design changes. What happens when you tip the rock up and lean it on something? Can you put a paper on it and get a print?
- Make some rubbings with paper and pencils or crayons. They can do this on rocks, tree boughs, pine cone seeds or whatever works.
- Let them paint with the above items. Using these as painting tools allows for exploration and creativity to come to life.
- The ideas are endless...let them play; they will fall in love and they will learn!



If Love Comes First... (continued)

Block Play, Manipulatives and Dramatic Play Ideas

All of these make for wonderful “loose parts” to supplement your block area.... or the car, creative or dramatic play centre. Don't let yourself be limited. Again, they will play, fall in love and learn. What can be better than that?

Science

This speaks for itself since it's all about science. But here are some ideas to get you started:

- Gather snow from different locations. Keep it in separate bins. Check on each as they melt and compare them. Are some cleaner than others? What's the black stuff in this bucket? What if we add salt to some and not to another? Give them pipettes with dishes of food colouring... let them add the food colouring to the snow.
- Use sifters and sift through the different kinds of sand. What do you find? Graph the results.
- Push the artifacts into the sand and then remove them. Fill the hole or print they made with plaster of Paris. Voila! You have a home-made fossil. Some fun prints to make are animal prints, your own foot prints, prints from stones, pine cones or embedded branches.

Literacy and Language

- Find books that relate to the things that are interesting to the children. Read them, read them and read them again. If they like a book and want to hear it...they will fall in love and they will learn.
- Act out stories that interest them. For instance, The Little Red Hen lends itself to lots of dramatic play.
- Let them be silly. Let them have fun! Read funny books, not just nature journals. A story about a duck on a bike inspires children to take note when they see a real duck. And it encourages conversation and memory recall, as well as just having fun and falling in love.

I didn't think this was going to be a love story but it is! I have seen this cycle with my own children who, as children, played outdoors, built forts and explored bugs, trees, pine cones and everything else they could get their hands on. We have picked berries and cooked with them. We have seen how maple syrup is harvested



and we have cooked with it. They have fished, hunted and eaten the fruits of the land. My adult children are now sharing these experiences with their children and they are all very conscientious of the environment.

This article refers to bringing nature indoors but by bringing it indoors when it's not feasible to be outdoors, we are ideally preparing children to go to explore, fall in love and learn. I just want to end with this quote from David Sobel's article that sums up what happens when we let children play with nature: “Childhood participation in ‘wild’ nature, such as hiking or playing in the woods, camping, and hunting or fishing, as well as participation with ‘domesticated’ nature such as picking flowers or produce, planting trees or seeds, and caring for plants in childhood have a positive relationship to adult environmental values. ‘Wild nature’ participation is also positively associated with environmental behaviors in adulthood.”

Source: Look, Don't Touch the problem with environmental education Article by David Sobel, Orion Magazine, July/August 2012

Let's Give Mother Nature a Boost! Teaching Young Children to Support the Earth

Submitted by: Ontario Early Years Centre: Brant

“A child’s world is fresh and new and beautiful, full of wonder and excitement. However, it is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful, is dimmed and even lost before we reach adulthood.” Rachel Carson.

Upon reading this quote, I began to ponder the importance of reaching and teaching the youngest members of our communities to instill in them a sense of wonder in discovering all that this world has to offer. How do we accomplish this, when should we begin? Comfortingly, Rachel also goes on to say...”If a child is to keep his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world in which we all live.” It is through the interactions that children have with the important adults in their lives such as you, that a better understanding of how they can support their environment begins.

So when do we start? Environmental education based on life experiences should begin during the very earliest years of life. These experiences play an important role in shaping lifelong attitudes, values and patterns of behaviour towards natural environments.

Because young children learn about the environment by personally interacting with it, home child care educators and other adults need to offer opportunities to explore nature on a daily basis. This often does not happen...in fact, research tells us that young children spend most of their time in settings or doing activities that keep them essentially isolated from the natural world. We tend to offer programming indoors, travel by car to get where we want to go and play much of the time in our playrooms. The result is that many young children are at risk of never developing positive attitudes and feelings towards the natural environment or never achieving a healthy degree of familiarity with their world. So, let's



look at some strategies and activities you could offer to encourage a positive environmental education with the children entrusted to your care:

- When venturing outdoors, try to be prepared for everything. You might want to have an outside kit readily available with sunscreen, wipes, children’s emergency info, bug spray, water, small first aid materials and plastic bags for any special treasures you find such as small rocks and fall leaves.
- Why not plant an outside garden with the children in the spring? Encourage children to explore the earth. It’s OK to get dirty. After all... children are “wash and wear”.
- Make each child a Ziploc baggie book by binding 4 or 5 Ziploc bags together on the bottom. Children can



Let's Give Mother Nature a Boost! (continued)

carry these on their outside excursions and put any special finds inside. This is a great time to explain that the butterfly does not go into the bag as it could die but the pebble and stick can be put into the bag.

- Research demonstrates that green is very calming. When the children seem especially wound up, it's likely a good time to venture outdoors. Breathing in fresh, clean air and walking through lush green fields is sure to calm and inspire any child.
- Encourage reduce, reuse and recycle in every area of your program. Encourage as much as possible ways that even the youngest child can get involved. Even young toddlers can put empty water bottles into the recycling bin.
- Activities should be nature friendly. If squishing up the baby bumble bee or hitting "Little Rabbit Foo Foo" on the head are common songs that you enjoy together, think hard about the message you are instilling in these very impressionable children. In fact, every interaction that we have with nature sends a message. Spiders invading our playroom should be carefully caught and let go outside. This gives us a great opportunity to discuss how important spiders are to the environment and the role they have in keeping the insect population in balance. Each of nature's creatures has a purpose!
- Provide frequent positive outdoor play opportunities in your program. Because we know that children learn best through direct, concrete experiences, they need to be immersed in the outdoor play experiences on a daily basis. Trips to a neighbourhood park with lots of trees and grass is just as valuable as special trips to a pet store, local farm, petting zoo or fruit market. It's wise to take along some magnifying glasses to provide opportunities for children to have a closer look at what they see and a bug jar to bring back a butterfly in order to learn all about it. Make sure you all let it go again after you have watched it so children learn respect.
- Take time to make your indoor play space more naturalistic. Put non-poisonous plants (herbs are a great choice here), books that support recycling and supporting the earth in all areas of the playroom. You may want to have plants hanging to avoid having dirt everywhere but bring them down and have children help to water them daily. You might also want to consider an indoor herb garden that the children can help plant and tend.
- For your outside play yard, why not add and incorporate some new elements to transform a typical playground into an environmental yard. Start by adding bird feeders, wind socks, flower and vegetable gardens, tree houses, rock piles and logs.

When young children have opportunities to explore nature and develop positive play experiences during outdoor play, they will have a growing understanding of the importance of preserving the Earth. After all, it is their future and they need to have personal involvement in all that it can be even if it is just their little piece of it! So venture outdoors. Make it a part of your everyday plans with the children in your care. Who knows... you could be teaching the next David Suzuki!

Let's Explore Natural Materials

Submitted by: Early Childhood Community Development Centre

Here are some ideas for incorporating natural materials into learning activities:

- Provide the children with an assortment of branches and rocks collected from your outside environment, scraps of fabric, googly eyes, glue and craft paint. Encourage the children to create people, animals and imaginary creatures that could be used as props for future storytelling activities. Once created, invite the children to introduce their new friends to the group. Some of the developmental benefits of this activity include:
 - Language: ability to communicate by talking, listening and speaking to others for a variety of purposes and in a variety of contexts.
 - Health & Physical Activity: enhances children's ability to develop control of small muscles (fine-motor control) in a variety of contexts.
- Using natural materials such as rocks, twigs, shells, pine cones, acorns and feathers in various colours and sizes is a great addition to your early learning environment. Inviting the children to manipulate the materials and then sort or classify them based on their similarities is a great math and sensory activity. Some of the developmental benefits of this activity include:
 - Mathematics: enhances children's ability to measure and compare length, mass, capacity, area and temperature of objects/materials, and the passage of time using non-standard and standard units through free exploration, focused exploration and guided activity.
 - Science and Technology: ability to conduct simple investigations through free exploration, focused exploration and guided activity using inquiry (questioning, planning, predicting, observing and communicating).
- Create a loose-parts collection. Invite the children to look around the indoor and outdoor learning environment to find objects for each letter of the alphabet. Collect them in baskets labelled with each letter of the alphabet. Were the children able to find something for each letter? Did some baskets have more objects than others? Were there empty baskets? If the children could travel the world to find materials, would they be able to fill all the baskets? What items would they find? Some of the developmental benefits of this activity include:
 - Language: enhances children's ability to communicate by talking, listening and speaking to others for a variety of purposes and in a variety of contexts.
 - Social Development: enhances children's ability to demonstrate a beginning understanding of the diversity in individuals, families, schools and the wider community.
- A mud pie kitchen is a simple example of an open-ended messy play area that could be created in a backyard or garden as an outlet for exploring with natural materials. It is a place where the children can explore, create, investigate, imagine, mix and concoct using the materials around them. Collect some flower pots, old pots and pans, paintbrushes, spoons, potato masher, bread board, muffin tin, milk jugs, and trowels to add to the area. Gather some grass cuttings, sand from your sand box and other foliage from around the garden and add them as ingredients in the various pots. Be sure to add some soil and water. (<http://theimaginationtree.com/2011/07/outdoor-concoctions-kitchen.html>) Some of the developmental benefits of this activity include:
 - Health & Physical Activity: enhances children's ability to participate willingly in a variety of activities that require the use of both large and small muscles.
 - Science and Technology: ability to conduct simple investigations through free exploration, focused exploration and guided activity using inquiry (questioning, planning, predicting, observing, and communicating).

References: Ministry of Education. (2010-11). The Full-Day Early-Learning - Kindergarten Program (Draft Version).

Visit <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html> to view the document in its entirety.



Caregiver Asks

Submitted by: Early Childhood Community Development Centre

“Why is it important to include natural materials in my home child care environment and with the children’s activities?”

“To fully appreciate the diversity of nature, we need to explore it in as many different ways as we can.”
(Danks & Schofield, 2007)

There are many benefits to including natural materials in the early learning environment and with the children’s activities. Bringing children and nature together helps to teach them respect for the planet and the ways in which we are all connected. Natural resources may be a part of the items provided in most areas of play and may also be used in a separate display on a table or shelves for children to touch, smell, pick up and observe. When you provide an interesting and ever-changing environment, children have the opportunity to explore using their natural curiosity. Children are able to ask questions and talk about the things they have discovered. This helps to strengthen their language and communication skills while providing opportunity for the home child care provider to extend their learning with open-ended questioning.

Natural materials offer an array of open-ended play and learning opportunities, such as building, sorting, classifying, counting and dramatic play. These materials are often referred to as loose parts. Natural materials do not have a right or wrong way to be used. Children are able to manipulate the materials in whatever ways their imaginations take them. Sticks and rocks used as creatures today may be used to create roads for vehicles to rumble over tomorrow. The possibilities are endless. Early experiences with the natural world encourage the development of imagination and a sense of wonder.

By playing with different types of blocks, beads, toys, clay, sand, puzzles and other natural materials, children learn to differentiate between different shapes, sizes, colours, textures and volume which are prerequisites



to reading and learning numbers. The use of natural materials allows children to focus without being overstimulated by the bright colours of many toys.

Children develop critical thinking skills as they learn to make inferences and draw conclusions. Providing hands-on natural materials allows children to learn by smelling, touching and seeing in ways they cannot learn from a book. It is not just about taking the children outside and allowing them to explore, it is also important to bring those natural elements inside. As with any other resources which you use in your home child care environment, you will need to ensure that the natural materials you provide are safe to be used with young children. Be particularly careful if the children are at an age where they are likely to put the natural resources in their mouths.

References:

Olympus Education, Using natural materials to enhance children’s learning, June 2010. Visit <http://www.optimus-education.com/using-natural-materials-enhance-children%E2%80%99s-learning> to view the document in its entirety.

Natural Learning Initiative, Natural Materials for Play and Learning, Visit <http://www.naturalearning.org/content/natural-materials-play-and-learning> to view the document in its entirety.

Health and Safety Considerations When Handling Natural Items

Submitted by: Ontario Early Years Centre: Haldimand-Norfolk

No matter what we are doing, the safety of the children must be considered above all else. So, before I wrote this article, I contacted Fiona Street, Long Point Region Conservation Authority's Outdoor Educator at Backus Heritage Conservation Area, for some advice.

When I asked Fiona what she thought educators should consider when introducing natural materials to children, she first off said that proper hand washing is important. So, after children handle anything from outside, they should wash their hands well with soap and water. It sounds like we skipped to the end first but proper hand washing is really the best way to prevent infection.

Allergies are also a big factor. Children with tree nut or peanut allergies might also be affected by acorns, bird seeds and even by touching pine cones, walnuts and other seeds. So first, know your group and who has allergies before proceeding with handling natural materials.

This year, we saw a new kind of fuzzy caterpillar in our area of the province. It was fuzzy and white with a black stripe down its back. Unfortunately, it had venom that caused a poison ivy kind of rash. Fiona suggests putting insects and other crawlly creatures into a container for viewing. This way, the creature stays safe as do the little scientists. Even dead insects should go into a container.

She also suggests using bins. Label them, "Things we can touch" and "Things we can't touch". You can sit with the bins or play pass the bin... that way it is explored within a safe and controlled setting. Remember that natural decomposition occurs and by keeping things in bins, we create a clean setting for this to take place.

We also talked about taxidermy. Sometimes people are upset that we are showing children dead animals. Taxidermy serves a purpose for sure! Outdoors, we are lucky if we can catch a glimpse of an animal. In a mere split-second view, we can only gain a few clues about the animal. Taxidermy allows us to explore and

examine animals up close and to take as long as we need to get a good look. For instance, we would never have the opportunity to see that the beaver's front feet are different from his back feet. We wouldn't be able to compare the beaks on different kinds of ducks, nor would we be able to compare moose antlers and deer antlers.

Something else to consider with taxidermy is handling. Is it safe to touch? Educators should remember there can be risks when picking up a dead item. Exercise caution by using gloves before handling any dead item and sterilizing it before putting on display. For a number of reasons, it's best to look at taxidermy rather than touch it. For preservation purposes, it's best to not handle the animals. When you think about it, they are not able to grow more hair if hair falls out from being touched. We also need to consider that chemicals have been used in the preservation process and we are not sure how/what has been used and whether or not this is safe for children to touch.

There are many fears and worries about things we might not know much about. I recommend you do your research and try the bins. And finally, practice proper hand washing to ensure good outcomes. Visit your local conservation areas and participate in the nature programs they offer. They are a wonderful resource in our backyard!

In October, the new "Ontario Children's Outdoor Charter" was released to encourage organizations and individuals to help children to get outside in order to be more active and experience nature. Ontario is the first Canadian province to develop an outdoor charter for children and youth.

The Charter's website www.childrensoutdoorcharter.ca provides suggestions for lots of activities children can do outside.



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An Informal Caregiver Is:

In the province of Ontario, you may provide care for up to 5 children under 10 years of age in addition to your own children at any given time in your home.

Example 1: If you provide care for 1 infant plus 2 preschool children during the day, you may also provide after-school care for 2 school-age children in addition to your own.

Example 2: If you provide care for 1 infant, 2 toddlers, and 2 preschool children during the day, you are at your maximum number of children; hence you cannot care for any additional school-age children after school. Should you wish to care for more than 5 children plus your own at any given time in your home, you would require to be licensed under the Ontario Day Nurseries Act and meet all of its regulations.

*The Professional Resource Centres are sponsored by different agencies in each of the four communities. Affiliated Services for Children and Youth (ASCY) in Hamilton, the Early Childhood Community Development Centre in Niagara and the Ontario Early Years Centres: Brant and Haldimand & Norfolk provide these services in their respective communities.

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