



LINKS* PAGE

April - June 2007



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*Learning, Information, Networking Kids Services A program of Jefferson Comprehensive Care System, Inc.

Welcome to THE LINKS* PAGE, a quarterly publication of JCCSI ChildCare LINKS*

High Quality Child Care

Research shows that the following six conditions are generally necessary for child care accommodations to be considered high quality:

- **Small groups of children – to ensure individualized attention, no more than 6-8 babies, 6-10 toddlers, or 16-20 preschoolers, always with at least two adults in each group.**
- **Consistent caregivers – infants and toddlers, especially, need nurturing from consistent caregivers to build their self-esteem and sense of security.**
- **Adequate staff compensation – when staff are paid well, they tend to stay in their positions longer, which in turn, ensures consistency in caregiving.**
- **Active parents – involved parents help ensure trust, communication and consistency between home and child care.**
- **Education and training – a staff well trained in child development is critical to high quality child care, as is a clean, safe and stimulating environment.**

Parent Concerns

In addition to the hours and location, the top three concerns of parents with young children in child care are:

- **Providers' training and credentials.**
- **Number of children under the care of each adult.**
- **Educational activities planned for children.**

From the Survey What Grown-Ups Understand About Child Development

PLAY – Why Is Play Important?

Children spend the vast majority of their waking hours at play. Yet play is not simply a way for children to pass time. Instead, it is an important way for children to learn about their world and develop emotionally, socially and intellectually.

From the survey *What Grown-Ups Understand About Child Dev.*

What is Play?

Play is whatever a child wants it to be. There's no one way to play; what matters is that a child is given safe toys, in safe places and is encouraged to experiment.

Play is one of the primary ways a child discovers her world. It allows her to explore and express herself, to learn on her own, control her environment, connect with other people and make sense of her surroundings.

Play is a form of communication. From birth, playful, loving interaction between an infant and caregiver teaches a baby to trust and builds a strong, secure relationship between a baby and his caregiver. A caregiver's smile, touch and affection are a playground for a baby.

From the book *Understanding Children.*

Helping a Child at Play

1. Jump right in. Playtime with a caregiver is invaluable. Whether you talk baby talk or bounce a toddler on your knee, you are building the foundation of strong, trusting relationships and are helping him to become a happy and loving person.
2. Forget the rules. Toys and games have possibilities beyond their intended use, and they greatly affect a child's imagination, skills and development when played with creatively. Explore freely and encourage a child to make believe.
3. Think more like a child. Add to a child's play experiences by creating imaginative games and new ways to use his toys. Use blocks as flying cars or pretend to be a zoo animal.
4. Take a break. Although children often learn the most when they interact with others, solitary play gives a child time to process and understand everything that he has been doing. Watch the child. If he is happy, leave him alone. If he seems bored, help him find a new way to play.
5. Participate enthusiastically. By becoming involved wholeheartedly in a child's play and going along with her games, you encourage her imagination and ability to make believe. By taking her play seriously, you help her feel important about herself.
6. Let a child guide his play. Let a child pick the activity and decide how it is played. When he is ready to move on to another game, he will let you know. Pay attention to the child's mood and adapt the play accordingly. This will help him feel comfortable and give him confidence to learn.
7. Watch out for over-stimulation. Over-stimulation can be as much of a problem for a child as under-stimulation. It's important to stop playing when your child has lost interest. And he'll tell you when he's had enough — he'll disengage, turn his head, or start to cry.

TRAININGS

Child Care Orientation Training (CCOT) (10 hours)

April 9 – 5:30 p.m.-8:30 p.m.

April 10 – 5:30 p.m.-8:30 p.m.

April 14 – 9:00 a.m.-1:00 p.m.

Family Child Care Provider (6 hours)

April 21st – 9:00 a.m. – 4:00 p.m.

All classes will be held at ChildCare LINKS, 1203 West Pullen Street

Elaine Davis – Instructor

SEARK - CPR and First Aid For Daycare Workers – Registration Questions Call 543-5947

Training Grant Available - Visit <http://www.state.ar.us/childcare/CPR.html> for details

**A local Arkansas Early Childhood Association
affiliate interest meeting will be held Tuesday, April 24
from 6:00 – 7:00 p.m. at the auditorium in Founders Hall
at Southeast Arkansas College (SEARK).
All early childhood professionals are encouraged to attend.**

Providers and staff can also receive certificates for one and one-half (1 ½) training hours through attendance at monthly parenting meetings at this office unless otherwise noted.

Monthly Parenting Meeting Dates:

- **April 23, 2007 – 6:00 p.m. – Guidance and Discipline**
- **May 26, 2007 – 10:30 a.m. – Power Play III: Pizza in the Park, Get A Move On
(Place To Be Announced)**
- **June 4, 2007 – 6:00 p.m. – PAT Graduation with ARESC at ARESC**

Information will be mailed to your facility for updating and please return to our office.