

Foals 2



Welcome to the Foals 2 classroom. We are very excited to have you as an addition to our family. Our teaching staff is a team, and we are devoted to you and your child. Feel free at any time to talk to us or write us a note, so we may answer any of your questions. We realize that parental involvement is especially necessary in Foals 2. When parents and teachers work together, wonderful things can happen. Our goal is to create a home-away-from-home atmosphere. Ensuring your child is comfortable in his/her surroundings is the best setting for an ideal educational experience.

Along with nurturing our babies, we strive to master skills appropriate for our age before moving to Colts. These include replacing formula bottles with whole milk in sippy cups, replacing baby food with table food and self-feeding skills, reducing nap schedules to one nap between 12:00 p.m. and 3:00 p.m., replacing cribs with a cot, and starting to walk.

Communication:

Foals2@rockinghorseacademy.com

TADPOLES

As technology advances, so does the software available for Childcare Centers to communicate with parents. Rocking Horse Academy subscribes to Tadpoles. We use mini iPads in our classrooms to help us stay in touch with our families. It is essential that every parent has an email address in order to receive notices and information from our teachers. Tadpoles also has a convenient APP for your mobile phone devices. Below is a list of features offered on Tadpoles.

Parents

- Receive photos videos, notes by email
- Download or share photos and videos of your children
- Receive emergency alerts by text message
- View your children's portfolio using our mobile application
- Mark your child out sick or on vacation using our mobile application

Teachers

- Share photos, videos, notes to parents throughout the day
- Record meals, activities, naps, and more to daily reports
- Post lesson plans up to 4 weeks in advance
- Take attendance
- Record classroom visitations
- Mark children sick or on vacation
- View medical and birthday reminders
- View child allergy and emergency information
- View guardian and medical information

The Tadpole system is our way of ensuring safety and providing communication for all of our staff and families. Families may also send a note to the teacher letting us know anything that might help us to understand your child better or be more observant about. For example: "Motrin at 11:00" or "No juice today," "Mark has a diaper rash." You will be able to see when your child's diapers are changed, what he/she ate, and if he/she needs any supplies. The teachers will also write down daily notes to you about your child's activities and achievements.

When you drop off your child each day, you will sign in by writing down the time on the attendance roster on the clipboard located on the counter. When you pick up your child, please sign out with the time as well.

Early goals include:

-  Pulling up by himself/herself
-  Walking along while holding on
-  Drink whole milk from sippy cups
-  Promote walking
-  Replacing baby food with table food
-  Taking one long nap midday

Classroom Supplies:

We are asking for the following items for each child:

1. Bottles labeled prefilled with water & premeasured formula cup or breast milk in labeled packets. Later we will provide whole milk and sippy cups.
2. Extra food/formula/breast milk for emergency
3. Pacifiers with connecting clip (if you use them)
4. 2-3 changes of clothing-weather appropriate, including jackets/sweaters for walks
5. Diapers, wipes, diaper creams, Teething gel, and sunscreen
6. Gas drops, saline drops, nasal aspirator (optional)
7. Disposable or inexpensive digital cameras (optional)
8. 5 Family photos for our bulletin boards (optional)

PLEASE LABEL EVERY THING YOU SEND TO SCHOOL

Classroom general rules:

- ☆ Please initial diapers on the fold to help us keep your supplies with your child. Put first name and last initial on wipes diaper cream, formula. On bottles, please put initials on the cap and the first name and last initial on the bottle.
 - ☆ Be sure to let us know about medications and sign those in at the front desk.
 - ☆ Be sure to provide and replenish extra clothing, underwear, and socks. Label everything with your child's name, especially jackets and sweaters.
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Cubbies & Dressers:

Your child will have a cubby in the room and dresser drawer. The dresser drawer is for extra clothing and jackets, supply of diapers, extra wipes, extra formula, and other personal items. The cubby is by our changing table where we keep the daily supply of diapers, creams and wipes.

You are welcome to bring a diaper bag and leave it under the crib during the day.

Eating:

We will make every attempt to keep your baby on the requested schedule you completed on the *child information sheet*. Unless specifically requested, we do not wake babies to feed them. Babies usually will wake up when they are hungry. You will be asked to check this sheet each month to revise it. If the instructions remain the same, sign and date again.

- Bottles must be prepared and ready to warm. One clean bottle for each feeding
- No glass bottles allowed
- Bottles may be filled with water and a separate container with pre-measured formula may be brought. We will mix and feed.
- **Label bottles with baby's name and the tops with baby's initials**
- Only formula or breast milk may be given in bottles. WE WILL NOT administer medication or cereal in a bottle without a doctor's note.
- When your baby is ready for table food, please have them accustomed to it before we feed them here. Also, try foods at home in advance so we will not have to be concerned about allergic reactions. We provide bowls and spoons.

We also have a refrigerator in our room to store breast milk and other items as needed.

Nap:

Licensing requires that each infant must have his/her own crib. We ask that you acclimate you baby to sleeping in the crib if he/she does not already do so. We may not use blankets in the cribs; babies will need a sac-type garment approved for infants. This will help your child adjust to our classroom. We cannot put mobiles on our cribs once children are able to stand up and pull on them. At 6 months most babies are still taking two naps a day, but by 11-12 months they will begin to take one longer nap between 12:00 and 3:00. We will work with you to make this gradual change, and this will help with the transition to Colts.

Illness Policy/Accident Report

When your child shows certain symptoms to indicate he/she might not be feeling well, we will first give you a courtesy call to let you know what we are observing. If the symptoms become worse, we will call you to pick up your child immediately. Children who are possibly contagious cannot remain with the group.

The school's policy for sending a child home is a fever under the arm of 100 degrees, vomiting, and/or two or more cases of diarrhea. If the child demonstrates any of these symptoms, your teacher will call you to pick up your child. You will also receive an *Illness Report* upon arrival. Your illness report will include child's symptoms and the earliest date he/she may return to school. **All children must be fever-free, without the use of fever-reducing medication, diarrhea-free, and no vomiting for 24-hours before returning to school.** Please call us and let us know if your child is ill with a contagious disease so we can post a notice to let other parents know about the illness.

Most over the counter medications require a doctor's note to be given at school. We must have the note to administer Tylenol, Motrin, and other cold medications and any creams that are not for infants.

Our policy allows you 90 minutes to pick up your child once we begin trying to make contact.

In the event your child is hurt during the course of the day, you will be notified by an *Ouch Report* at pickup and Tadpoles. If your child needs medical attention, you will be notified immediately. Feel free to ask your teachers any questions or give us a call at 405-3700 ext. 106.

The teachers in the Foals 2 classroom are looking forward to having your child in our room. And at any time if you have any question please call or stop by and speak to one of the teachers in the room.

Developmental Guide for Infants

The early years are the most important in your child's life. That's why it is so important that you talk to your child, hug your child, play music for your child, and read to your child. Doing these things even when your child is still an infant will help form the person your child will become.

Remember, every child is unique. Also, every parent is unique. It only makes sense that every parenting style will be unique as well. However, there are a few things that every parent can do that will help rear a happier, healthier child. Please read this guide to find suggestions that will help you at different stages of your child's development.

Parenting isn't an easy job, but is one of the most rewarding things you'll ever do. Enjoy it!

Sensory

Touching and exploring different things is very important

Learns by putting everything in mouth

Learns what their body can do by moving

Needs to have locations changed often

Memory starts to develop

Fine Motor

Opens and closes fingers

Grasps small objects for small periods of time

Transfers object from one hand to another

Bangs, pounds, and then points

Places objects in and out of a container

Social and Emotional

Quiets down, moves eyes, or changes expression when hears voice of parent

May show fear of strangers

Needs a lot of physical contact with adult (cuddling, massage, playing)

Physical Development

Opens mouth at sight of food
Muscle is 25% of body weight
Sees objects up to 8" away
Central incisors emerge (5-10 months)
Holds bottle
Assists in feeding
Transitions to wearing shoes
Transitions to table food and sippy cup
Soft spot in head begins to close

Large Motor

Movement is by reflex at first, then becomes purposeful
Imitates simple arm movements such as shaking a rattle
Lifts onto hands and feet
Sits unsupported/learning balance
Crawls from one place to another

Language

Turns head towards sounds
Babbles and coos
Responds to *How* you say something, rather than *What* you say
Puts sounds together, not necessarily with meaning
Says a few words with meaning but still babbles

Cognitive

Vocalizes and uses eye contact to imitate interaction with adult
Enjoys game of peek-a-boo
Repeats actions if applauded