

# **Sunshine Class**

**Sunshine Room**  
**Daily Schedule for 6months and above**



<b>7:00am – 7:45am</b>	<b>Arrival in the Moondrops room/Health Check</b>
<b>7:45am</b>	<b>Transfer to Sunshine room</b>
<b>8:00am – 9:00am</b>	<b>Breakfast</b>
<b>9:00am</b>	<b>Circle time</b>
<b>9:30am</b>	<b>Diaper change</b>
<b>10:00am - 10:30am</b>	<b>Outdoor time</b>
<b>10:30am -11:00am</b>	<b>AM Snack</b>
<b>11:00am – 12:00pm</b>	<b>Morning Nap</b>
<b>12:00pm – 12:30pm</b>	<b>Diaper change</b>
<b>12:30pm – 1:00pm</b>	<b>Lunch time</b>
<b>1:00pm – 1:30pm</b>	<b>Outdoor time/Buggy ride</b>
<b>1:30pm – 2:00pm</b>	<b>Free play time</b>
<b>2:00pm – 2:30pm</b>	<b>Sensory/music and movement</b>
<b>2:30pm – 3:00pm</b>	<b>Diaper change/bottle</b>
<b>3:00pm – 4:00pm</b>	<b>Nap time</b>
<b>4:30pm – 5:00pm</b>	<b>PM Snack and bottle</b>
<b>5:00pm</b>	<b>Prepare to go home</b>

# What Parents Need To Know:



- The parent must supply disposable diapers, wipes and diaper rash cream; cloth diapers are not acceptable at the Center.
- Pre made bottles need to be provided each day from home. Extra formula and bottles may also be provided (in the original container) by the Parent just in case your baby is extra hungry. In this case, water must also be provided from home. We do not serve babies tap water.
- Label all items with your child's first name and the first letter of the last name.
- This includes clothes, diaper bags, diapers, pacifiers, etc.
- Closed toe shoes must be provided for mobile infants and toddlers to go outside and play.
- Do not bring valuable or sentimental items to the classroom.
- Several changes of clothes (including a hat) must be provided for when the Children's clothes become soiled and/or the weather changes.
- In order to maintain a healthy environment for the staff and children, soiled clothes will not be cleaned at the Center.
- All infants not yet able to turn over on their own must be placed in a face-up sleeping position, unless the child's parent presents written documentation from a health-care professional stating that a different



sleeping position is allowed or will not harm the infant.

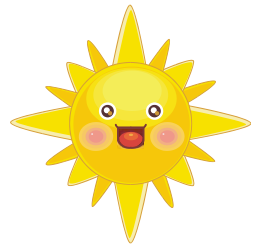
- Any parent using the diaper changing tables at SMS must follow the state licensing procedures for proper sanitization.
- Infant's fingernails and toenails need to be trimmed at all times.
- The Center provides a daily written report to the child's parent when the child is picked up from the classroom.
- Mobile infants have daily opportunities for outdoor play as weather permits.
- Until a child is twelve months old and able to eat table food, the parent must bring in food and formula (pre-made bottles), and review and update the feeding instructions with the classroom teacher every thirty days.
- Young infants starting a new food for the first time must try the food at home for at least three days before we can introduce that food at the Center.
- Any extra Formula is to be supplied by the parents in the original container and labeled with the child's initials.
- Pacifier use will be very limited and the babies will not be offered pacifiers in the cribs during nap time.
- Hair bows/bands, clips are not allowed in the infant room as these be a safety hazard to your or other babies. The teachers will remove them and save in your child's cubby/backpack.



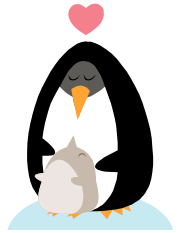
## What Parents Need To Know, Continued:

- Infants must never walk around with or sleep in their crib with a bottle.
- Any parent using the diaper changing tables at SMS must follow the state licensing procedures for proper sanitization.
- Infant's fingernails and toenails need to be trimmed at all times.
- The Center provides a daily written report to the child's parent when the child is picked up from the classroom.
- Mobile infants have daily opportunities for outdoor play as weather permits.

**Label every item with your child's name in permanent ink!**



# Tips For Dropping Off, Visitors & Family:



- Please enter the room quietly and slowly. Some of the children may be sleeping or playing behind the door.
- When entering the Infant Center take off shoes or slip into the shoe covers by the door. This helps to keep floors clean for your child.
- Please close the classroom door or gate door behind you. This is a very important safety issue. Infants are quick and eager to explore different areas.
- Please wash your hands when you enter the Infant Center.
- Siblings must also wash their hands when entering the room. In the infant's room, siblings must not touch any of the infant toys.
- Older siblings must always *use walking feet*. Running and jumping are natural for 2 to 5 year old children, but very dangerous in an environment where several infants do not move, move very slowly or trip and fall easily.
- Personal toys are best left at home. If they must come to school they need to be stored in your child's cubby.
- Please do not sit on the shelves or tables. We as adults are important role models for children. If they see adults sitting on the furniture the children get the idea that this is an appropriate behavior.
- In the Infant Center the children must always be seated when they are eating or drinking. This is a safety precaution we take to prevent choking.
- If you have any questions or comments, the staff of the Infant Center will gladly discuss them with you. We have your family's best interest at heart and hope to serve you in all areas.

# **Preparing and Serving Bottles and Food**

## **Breast Milk Bottles**

- \* Breast milk (liquid and frozen) needs to be labeled with the child's full name and expressed date.
- \* Fresh breast milk can be stored in the refrigerator for 2 days.
- \* Frozen breast milk can be stored in the refrigerator and to be offered the same day.
- \* Unused breast milk (frozen or liquid) must be sent home at the end of every week. Parents required and responsible for monitoring/stock the child's fridge basket.
- \* Previously frozen breast milk can be stored for only 24 hours after defrosting. Never put previously frozen milk back in the freezer. Freezer section not to be used at SMS.
- \* Once a baby begins drinking breast milk, the bottle can only be re-offered up to one hour later. If the baby does not want the remaining breast milk, then the remainder must be discarded.

## **Formula Bottles**

- \* All formula bottles need to be mixed at home and premade from home.
  - \* Once a baby begins drinking formula, the bottle can only be re-offered up to one hour later. If the baby does not want the remaining formula, then the remainder must be thrown away.
  - \* Formula can be stored for only 24 hours. After 24 hours, the formula must be discarded.
  - \* All unused bottles must be sent home at the end of the day.
- ## **Breast Milk and Formula Bottles**
- \* Breast milk/Formula must be heated in water no more than 120°, for no more than 5 minutes.

- \* Breast milk/Formula needs to be gently mixed and not shaken.
- \* Always check the temperature using a food thermometer, breast milk/formula before serving.
- \* Children under 6 months must be held while taking a bottle.
- \* Bottles must not be propped. If the child cannot hold the bottle, the caregiver needs to hold the bottle for the child.
- \* Bottles must not contain solid foods unless prescribed in writing by the child's doctor for medical reasons.
- \* Bottles must always be capped if not in use. Baby Food need to have a lid after its being offered.
- \* Each child will have a tray in the refrigerator for storing perishable food and a cubby for non-perishables. We encourage a daily supply of food due to storage shortage.

### **Baby Food/Snacks**

- \* Homemade infant food needs to be provided in individual servings that can be warmed in water at no more than 120°.
- \* Infant food must not be warmed in the microwave.
- \* Unless a child will eat a whole jar of food, it must be placed in a bowl. Any food that has not been eaten must be discarded.
- \* Baby food can be stored for 24 hours after being opened.
- \* We will not offer food if the teacher/directors thinks can lead to choking. Parents need to slice up the food into tiny baby size bites and should be tender enough to be mashed.
  - Home-prepared fruits (which can be mashed after peeling if ripe and soft) such as: apricots, avocado, bananas, cantaloupe, mango, melon, nectarines, papaya, peaches, pears, and plums.
- \* **Warning About Vegetables and Fruits That May Cause Choking**  
Due to the risk of choking, do not feed babies the following vegetables and fruits:
  - Raw vegetables (including green peas, string beans, celery, carrot, etc.);



- Cooked or raw whole corn kernels;
- Whole pieces of canned fruit (pineapple, pear, apple);
- Hard pieces of raw fruit such as apple, pear, melon;
  - Whole grapes, berries, cherries, melon balls, or cherry and grape tomatoes (cut these foods into quarters, with pits removed, before feeding to older babies);
- Uncooked dried fruit (including raisins).

**AVOID** Do not feed babies these foods, which present a choking risk:

- Snack potato or corn chips, pretzels, or cheese twists, popcorn and corn puffs (which does not dissolve in the mouth).
  - Cookies or granola bars,
  - Crackers or breads with seeds, nut pieces, or whole grain kernels such as wheat berries, and
  - Whole kernels of cooked rice, barley, or wheat; these should be finely ground or mashed before feeding to babies.
- \* Eggs cannot to be offered in the infant classrooms. Do not introduce egg whites and whole egg (it contains egg white) at the center to children younger than 1 year. Egg whites contain substances that may cause allergic reactions in babies.
- \* Honey should never be fed to babies less than 1 year of age. Honey may contain substances that can cause “infant botulism,” a serious type of food-related illness that can make a baby very sick.
- \* Teachers do not offer cow’s milk to children less than 12 months of age.

**• NO HOT LIQUIDS OR FOOD ALLOWED IN THE INFANT ROOM**

**Keep hot liquids (coffee/tea) or foods out of the infant rooms (staff and parents). Make sure that staff do not consume hot liquids near babies or children. Babies and**

**children can be burned from hot liquids or foods tipped over.**

## **INFANT CENTER HEALTH PRECAUTIONS:**



This summary will inform you about the precautionary measures we take, and those that you can take, to minimize illness and ensure a healthy environment for all the children in the classroom.

**Hand washing** plays a crucial role in our environment. We wash our hands literally dozens of times each day:

- When entering and leaving the room
    - After each diaper change and clothing change
    - After wiping a runny nose
    - Before and after checking a child for illness
    - After cleaning a child who has spit up
    - Before feeding or preparing food
  - Before and after giving medication
- \* We use several disposable items to help eliminate transmission of germs, including: disposable vinyl gloves, disposable paper squares, which are placed on the changing pad for each diaper change, and the plastic changing mat surface is disinfected after each use.
- \* The children's hands are washed before and after eating, diaper changes and other times as needed.
- \* Toys are rotated regularly and are cleaned with disinfectant daily.
- \* The refrigerator is cleaned out and disinfected at the end of each week. The microwave oven is cleaned and disinfected at the end of each day, while the sinks and faucet are treated four or five times daily. Carpeted floor areas are vacuumed nightly, spot cleaned as needed and professionally cleaned at least twice a year. \*Tile floors are mopped completely each night and are spot cleaned as needed throughout the day.

The bed linens are laundered here at the center once a week or more often if soiled.

\* Soiled diapers are placed in a plastic bag before disposing of them in a container with a tightly closing lid. Children's soiled clothing is likewise placed into plastic bags to be sent home. Parents are required to provide gallon size ziplock box.

## THANK YOU FOR FOLLOWING OUR ILLNESS EXCLUSION POLICY



**Children should remain at home (or will be sent home) with:  
Underarm temperature of 99.4 or higher, in the past 24 hours.**

- **Conjunctivitis** “Pink eye”, redness of the eye and/or lids, usually with secretion of yellowish discharge and crusting.
- **Bronchitis**, which usually begins with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful but gradually becomes productive.
- A **rash** you cannot identify which has not been diagnosed.
- **Impetigo**; red pimples which become small vesicles surrounded by a reddened area. When blisters break, the surface is raw and weeping. Look for signs in neck creases, groin, underarms, face, hands, or edge of diaper.
- **Diarrhea** two or more times within 24 hours (watery BM’s that look different and are more frequent than usual.)
- **Vomiting** within 24 hours (more than usual “spitting up”).
- **Head Lice**; live contagious insects or their nits (egg sacs) that infest hair. Children will not be readmitted without being free of live lice and nits, or must have a written note from a physician, local health authority, advance practice nurse, or physician’s assistant stating that they are no longer contagious and may return to school.
- Some **unknown illness** without obvious symptoms other than unusual paleness, irritability, tiredness, or lack of interest.

- Any **contagious disease**, including Measles, Chicken Pox, Mumps, Rosella, Strep Throat infection, Head Lice, until the child has been diagnosed by a physician and the established Center readmission criteria for individual illnesses has been met.
- Children may be brought into the Center if they have a mild cold or allergy, an allergic rash, diaper rash, prickly heat, a loose bowel movement, dietary or medication diarrhea, and can cope successfully with the program. Staff should be alerted to anything out of the ordinary. · Children's exclusion and readmission to the program is subject to review by their receiving classroom staff and / or a Director.
- If your child has a chronic illness or disability, please discuss a plan for reasonable admission/exclusion criteria with a Director.
- By helping us to observe good health standards, you will be protecting your child and the others in the Center.

**Please call us in case your child is sick with something which is contagious. For the health and safety of all children, SMS would like to inform other parents of anything that is contagious. No names will be used to protect your privacy.**

**Medication policy:** If necessary, Sun, Moon, and Stars will administer medicine to your child. All medicine must be turned in to SMS staff. Only members of the administration are authorized to give medicine to a child. Please make sure you fill out an authorization form and leave the medicine in a labeled Ziploc bag All medicines are stored in the Infant room in a locked cabinet.



## MY PLACE TO GROW



The curriculum here at SMS provides infants and toddlers with a rich learning environment with age appropriate learning centers planned and organized to maximize:

- Gross and Fine Motor Experiences:

For younger babies: reaching, grasping, kicking, holding, pulling and standing, creeping and crawling in, out, over, under. For toddlers: gripping, throwing, manipulating, walking, climbing, pushing, pulling, etc.

- Sensory Experiences:

Explorations of texture, color, patterns, size and shape, smell, taste, weight.

- Cognitive Experiences:

Object permanence, spatial relationships, classifying, collecting and dumping, cause and effect experiences, problem-solving.



- Language and Music:

Adult-child conversations, reading and language play, explorations in music, rhyming, and sound explorations.

- Social Development/ Personal Expression:

Art, movement, imitation and beginning dramatic play, doll and stuffed animal play.

Children of all ages learn through their own experiences, trial and error, repetition, and imitation. Adults can guide and encourage children's learning by ensuring that the

environment is emotionally appropriate; invites play, active exploration, and movement by children; and supports a broad array of experiences. A reliable framework of routines, together with a stimulating choice of activities and materials, facilitates children's learning. Thoughtful caregivers recognize that the learning environment includes both people and relationships between people and that attention to the way in which environments are set up and used is an important contribution to the quality of a learning experience.

*Young infants* begin to learn from their immediate surroundings and daily experiences. The sense of well-being and emotional security conveyed by a loving and skilled caregiver creates a readiness for other experiences. Before infants can creep and crawl, caregivers should provide a variety of sensory experiences and encourage movement



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*Mobile infants* are active, independent, and curious. They are increasingly persistent and purposeful in doing things. They need many opportunities to practice new skills and explore the environment within safe boundaries. Adults can share children's delight in themselves, their skills, and discoveries and gradually add variety to the learning environment.

**Goals of our care team for the**



## **Sunshine class:**

- \*to design an environment that protects children's health and safety at all times.
- \*to strongly support children's needs for physical movement and development, sensory stimulation, and making sure they are getting plenty of fresh air, rest and nourishment.
- \*to organize space and carefully select materials designed to stimulate exploration, experimentation and discovery.
- \*to provide care to and develop interpersonal relationships with each child by being attentive, consistent comfort in a supportive, culturally sensitive environment.
- \*help every child develop socially appropriate behaviors by noticing and responding to their nonverbal cues and by allowing them to interact with children of different ages.
- \*adhering to an individualized routine of care to help with their self-awareness, language, and social interaction.
- \*make myself available to encourage their interests and curiosities about the world so that I can develop strategies and activities that will enhance their learning experiences.
- \*to use pictures, familiar objects, body language, and physical cues to help them in their early language development.



**IMPORTANCE OF OUTDOOR PLAY FOR INFANTS**

Outdoor play for infants and toddlers should vary according to their developmental stage. Below are some important reasons for taking infants and toddlers outside. Outdoor Play Promotes Physical Development. As infants and toddlers grow, their physical development increases greatly. Infants need areas where they can crawl and pull themselves up, such as low ramps. Toddlers need areas where they can climb and run (Rivkin, 2000). Providing time outdoors can help the children develop large motor skills. Outdoor Play Promotes Social Development. Although most infants are not interested in and do not have the ability to physically play with others, they are very interested in what others are doing. They often watch people around them. Therefore, outdoor time is a way to allow the children to watch others as a first step in social development (Oesterreich, 1995). Toddlers tend to want to play alone but can learn important social skills through outdoor play. Outdoor play offers the children time to begin to learn about sharing, getting along with others, and other important social skills.

Outdoor Play Promotes Sensory Stimulation. Infants and toddlers are in the process of learning about the world around them. Going outdoors with young children provides wonderful opportunities to explore the world through their senses. The sun, wind, grass, sand, and all of nature help



stimulate a child's senses.

At Sun Moon and Stars, We follow the  
***“Principles of Care Giving”*** by Magda Gerber.

**Principle 1: Involve infants/toddlers/preschoolers in things that concern them.**



- For example, ask if a child wants a hug, is finished with certain toys, etc.
- Give advanced warning that you are about to help them.
- Assist, as capable, in self care tasks.
- Give opportunities to make age appropriate choices.

### **Principle 2: Invest in quality time •**

Get on child's level to view room.

- Engage in child directed activities *with* children (play with them).
- Respect when children want to interact or want to play alone.
- Offer comfort when appropriate.
- Create time to be with children, i.e. care giving times.

### **Principle 3: Learn child's unique ways of communicating and teach yours.**

- Speak normally to children (no baby talk).
- Verbally express what we see the child is doing (expanding vocabulary).

Provide or model words which pertain to and/or will help them work through situations.



### **Principle 4: Invest time and energy to build a total person.**

- Learn each child's individual way of learning .Provide time for uninterrupted play and freedom to explore and interact with other children.

- Offer activities to foster a well balanced development.

### **Principle 5: Respect children as individuals.**

- Acknowledge/label feelings
- . Allow children to move at their own pace whenever possible.
- Acknowledge the unique characteristics of each child.

### **Principle 6: Be honest about your feelings.**

. Let children and co-teachers know how you feel about any given situation.

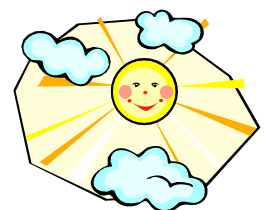
- Honor the child's feelings and your own as well.
- It's okay and important to model appropriate expressions of emotions.

### **Principle 7: Model the behavior you want to teach.**

- Modeling is a very important teaching tool. Children learn by watching important figures in their lives.

. Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating, talking about problems calmly, cleaning up spills, taking turns with toys, etc.

At Sun Moon and Stars, We follow the *“Principles of Care Giving”* by Magda Gerber, continued



### **Principle 8: Let children solve their own problems.**

- Children learn best by doing.
- Our goal is to encourage the children to be independent, selfconfident, inquisitive learners.
- When children are learning a new skill, teachers will set up the situation to aid successes. For example, when learning to put on his/her own shirt, a teacher might lay shirt flat on a surface and

verbally direct child to grab shirt from bottom and pull over his/her head.

- When children encounter a problem, teachers will first ask open ended questions to help the children solve their own problem rather than solving it for them. Likewise, when children want to gain more information about something, teachers will ask open ended questions to facilitate independent thoughts before offering information.

### **Principle 9: Build security by teaching trust.**

- Respond to children promptly
- Provide clear and consistent guidelines/limits.
- Verbally let them know we are there if they need help.
- Provide a safe environment both physically and emotionally.

### **Principle 10: Be concerned about the quality of development in each stage.**

- Make frequent observations of the children and document developmental growth “Anecdotal.”
- Make *Individual Development Plans* (IDPs) for each child.
- Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.

### **Parent Communications:**

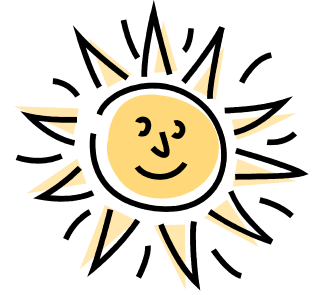
Teachers will verbally inform parents of information relating to the child. A Daily Sheet is located on the bulletin board inside the classroom. Written reports are given in the case that a child is hurt or if he/ she harms another child. Notices are posted on a bulletin board outside the classroom. Emails are sent regularly and important information is posted on the website.

### **Newsletter:**

A monthly newsletter will be emailed as well as posted on the website. The newsletter contains information about curriculum and instruction. It also includes policy changes or reminders, a list of upcoming events and other helpful information.

### **Lesson Plans:**

Please visit school website for lesson plans and other info including special events and holidays!



Sun, Moon and Stars Learning Center  
Sunshine Daily Activity Sheet

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Woke up at: \_\_\_\_\_

arrival time: \_\_\_\_\_  
pick up time: \_\_\_\_\_

Parent's comments:

Diaper changing log:

Time							
Wet/BM							

Nap: \_\_\_\_\_

Bottle Log:

Time							
Quantity							

Meals:

Meal	Breakfast	AM Snack	Lunch	PM Snack
Time				
Food Offered				
How much did I eat				

Activities/story/songs: \_\_\_\_\_

Your baby needs: Diapers          Wipes          Formula          Food

Other:

Note from the teacher: \_\_\_\_\_

## INFANT INFORMATION SHEET

Name \_\_\_\_\_

Updated \_\_\_\_\_ For Month of \_\_\_\_\_

**Nap Routine:**

\_\_\_\_\_  
\_\_\_\_\_

**Feeding Routine:** \_\_\_\_\_

\_\_\_\_\_

**Bottle: How Much** \_\_\_\_\_

Formula or Breast Milk \_\_\_\_\_

If Formula - Name of Brand \_\_\_\_\_

**Solid Foods: How Much** \_\_\_\_\_

How many meals a day? \_\_\_\_\_

Temperature of Food \_\_\_\_\_

Any Allergies or Dietary Restrictions? \_\_\_\_\_

**Diapering Routine:** \_\_\_\_\_

Wipes, Ointments or Lotions \_\_\_\_\_

Drinks from Sipping Cup? \_\_\_\_\_ Uses a Pacifier? \_\_\_\_\_

Special Needs during Eating or Sleeping Times? \_\_\_\_\_

Difficulty with Pregnancy or Delivery? \_\_\_\_\_

Other Concerns or Infant Information

\_\_\_\_\_

**Parent Signature**

\_\_\_\_\_