

Spring/Summer 2009

BEST Start

BRANTFORD • BRANT

Information
news, tips, & ideas
for caregivers &
parents.

www.ourbeststart4brant.ca

Vol 2.1

A community magazine about doing
the best for our children and our future.

A HEALTHY PREGNANCY

Every Pound Has a Purpose

CELEBRATING MOM

Unique Ideas for Kids to
Celebrate Mother's Day

Best Start

Making the Early
Years Really Count

PROBLEMS

Skills Every Child
Needs to Solve Problems

PAST POSTPARTUM

Understanding the Realities
and Resources to Get Through

FINDING CHILD CARE

How to Choose the Best
Care for Your Kids

FREE!
TAKE
ONE

PLUS A DIRECTORY OF LICENSED CHILD CARE PROGRAMS

Greetings from The Best Start Network



As the Chair of the Brantford/Brant Best Start Network it is my pleasure to bring greetings as we publish the second edition of the Best Start Magazine. In my role as chair of the Network the function of facilitating and strengthening the connections of people in Brantford/Brant is made easier as all involved are extremely committed to ensuring that our community is a great place to raise a child.

Parents, service providers and the community at large continue to focus on ensuring that Brantford/Brant is a place where quality programs, that optimize a child's learning, are available and readily accessible to all families. The Best Start vision happens in child care centres, early learning parenting programs, classrooms, libraries, resource centres - wherever we engage with children.

Over the past months several initiatives have been realized. Numerous hurdles have been overcome and soon there will be a child care programme serving the Francophone population. The Aboriginal Best Start is well underway with programming offered at various locations. The activities range from Playtime With Our Little Ones to community kitchens to Onkwehon:we Family Circle. More recently the Network has been exploring partnerships with Mohawk College and Nipissing University.

The Network recognizes that as a parent you are your child's first and most important teacher and that the early years provide the foundation for lifelong learning. This magazine is designed as a resource to support you in this role. Read it, enjoy it and by all means let us know what you think. We value and look forward to your feedback.

The vision of "bringing out the best in all of us" is a worthwhile pursuit. As the Chair of the Best Start Network I can assure you that we continue our unwavering commitment to this vision as we work toward making Brantford/Brant the very best place to raise a child.

Margaret J. Barr
Chair of the Best Start Network



As Director of Child Care Services, it's my pleasure to bring greetings on behalf of the child care community. The focus of the Best Start magazine is to provide valuable information that will support you in your important role as parent and caregiver. A lot of thought and consideration is put into the articles and local community resources that help families from prenatal through to school age.

The premiere edition of the Best Start magazine was launched October 2008. Over 23,000 copies were distributed in the community and we received excellent feedback. One example is Rose Vespa, brand new mom and CEO of the Brantford Public Library, who said, "I love that everything is in one spot. As a new mom, I found the articles comprehensive and informative."

As you read through the Spring/Summer 2009 Best Start magazine, jot down your suggestions. We welcome your input or comments on other articles or information you would like to see in the next edition. Email beststart@brantford.ca or call (519) 756-3150.

In closing, I would like to acknowledge and thank the Best Start Magazine committee members who worked diligently behind the pages.

- Kevin de Kok, Marketing & Communications Coordinator, Social Services
- Kim Romano, Program Manager of Child Care Services
- Paula Thomlison, Manager of Marketing, Communication & Development for the Brantford Public Library
- Deanna Searle, Executive Director of the Boys and Girls Club of Brantford
- Melanie Graham, Interim Manager of the Ontario Early Years Centre Brant

I would also like to thank our community partners for their contribution to the Best Start Magazine through submitting informative articles and information for you the parent and caregiver.

Sue Norden
Director of Child Care Services,
City of Brantford



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Cover Photo: Rosemarie Gearhart / iStockphoto



The Best in Our Children

The key goals are to care for the Children in our community in their early years so that they are ready to learn when they enter school and thus able to be successful. To help every child in Brant realize their potential, the community will offer a variety of early learning and child care services.

The Best in Our Families

Parents play the most important role in their child's life. Best Start is about supporting parents and families to give them the best opportunity for their child in the early years of their life.

Best in Our Community

In Brantford and Brant County, our Community partners are a dedicated part of an integrated system of supports for early child development and parenting. Best Start has strengthened our partnerships and enhanced them so we can continue to build the best learning environment for families in our community.

Best Start Network

(519) 756-3150
www.ourbeststart4brant.ca
beststart@brantford.ca





Best Start Resources

Early Learning & Parenting Centres

Best Start Early Learning and Parenting Centres are supportive, welcoming, and accessible places where parents/caregivers and children from infancy to 6 years of age can play and learn together. It's a place for children to have opportunities to develop social, communication and early literacy skills that are associated with success in school and in life. Parents and caregivers can learn about child growth and development, meet other parents/caregivers, share parenting experiences with professional staff and find out about other community services. Parent education workshops, guest speakers and individual consultations bring information about child development to parents and caregivers on a regular basis. These services are all offered free of cost.

In Brantford/Brant the concept of Early Learning and Parenting Centres is not new to our community. Prior to the release of the government's School First Policy in 2005 our community already recognized the benefits to be achieved by situating these early learning programs for parents/caregivers and children in elementary schools. As such, the majority of these programs have been housed in elementary schools for several years.

With many programs such as the Ontario Early

Years Centre: Brant satellite sites, Launch Pad sites, and Resource Centres, the Network made it a priority to use common external signage with the endorsement of all concerned. All sites are now known as Best Start Early Learning and Parenting Centres.

The Brantford/Brant community continues to have a solid commitment from the agencies that operate the early learning programs. The Children's Aid Society of Brant, Family Counselling Centre, Kids Can Fly and the Ontario Early Years Centre: Brant, along with other key players and community partners, continue to build upon their existing strengths. The integrated service model provides families and caregivers with simplified and convenient access to an array of early learning and care programs staffed by qualified professionals.

There are 14 Best Start Early Learning and Parenting Centres serving Brantford and the County of Brant. A listing of the free interactive parent and child (0-6) drop-in programs can be found on the opposite page. ★

ARTICLE DETAILS

Submitted by: Sue Norden, Director of Child Care Services for the City of Brantford
www.brantford.ca/childcareservices

Best Start Early Learning and Parenting Centres in Brantford/Brant

Location	Days*	Time	Neighbourhood
Bellview School 97 Tenth Ave., Brantford	Mon, Wed & Thurs	9:00am–12:00pm	Eagle Place
Branlyn - Notre Dame School 238 Brantwood Park Road, Brantford	Tues, Wed & Thurs	8:30am–12:00pm	Banbury
Brantford Public Library 173 Colborne Street, Brantford	Fri	1:00pm–3:00pm	Core
Burford District Elementary School 35 Alexander Street, Burford	Mon & Wed	8:30am–11:30am	Burford, West Brant
Centennial-Grand Woodlands School 41 Ellenson Avenue, Brantford	Mon & Wed Wed	9:00am–11:45 am 12:30pm–3:00pm	Fairview-Greenbrier
Eastdale at Echo Place School 723 Colborne Street East, Brantford	Mon to Fri Mon to Thurs	9:00am–11:30am 1:00pm–3:00pm	East Ward
Graham Bell - Victoria Public School 56 Grand Street, Brantford	Thurs Tues, Wed & Fri	9:00am–3:00pm 9:00am–12:00pm	Terrace Hill
Major Ballachey Public School 105 Rawdon Street, Brantford	Tues, Wed & Thurs	8:30am–12:00pm	East Ward
North Ward School 107 Silver Street, Paris	Mon & Wed Mon Wed (Just Baby & Me 0-12m)	8:30am–11:30am 12:30pm–3:30pm 1:00pm–3:00pm	Paris, West South Dumfries
Ryerson Heights Elementary School 33 Dowden Avenue, Brantford	Tues & Thurs Tues (Just Baby & Me 0-12m)	8:30am–11:30am 1:00pm–3:00pm	Shellard Lane
St. Anthony Daniel School 85 Bishopsgate Road, Scotland	Tues & Thurs Thurs	8:30am–11:30am 12:30pm–3:30pm	Scotland, West Brant
St. Gabriel School 14 Flanders Drive, Brantford	Mon, Wed & Fri Mon, Wed & Thurs	9:00am–11:30am 1:00pm–3:00pm	West Brant
St. George Lawn Bowling Club 3 Thompson Street, St. George	Thurs	9:00am–12:00pm	St. George, East South Dumfries
St. James Anglican Church 8 Burwell Street, Paris	Tues & Fri	10:00am–11:30am	Paris, West South Dumfries

*Summer hours may differ. Contact each location or visit www.ourbeststart4brant.ca for more details.

in the words of a parent...

I have been a regular visitor of the Ontario Early Years Centre for many years. I have always enthusiastically recommended the Early Years Centre to family, friends, colleagues, and parents as I am a teacher, and now a parent of an inquisitive 1 ½ year old. As a teacher I have utilized the great resource room to sign out new and fun materials like their story stretcher's kits. The Early Years makes it so easy for parents and teachers to engage their children with fascinating materials and activities.

Monique P.

The drop-in programs above are operated by one of the following agencies: CAS Brant, Family Counselling Centre, Kids Can Fly or Ontario Early Years Centre: Brant. For agency contact information or information on hours, closures and other programs please contact OEYC: Brant at 519-759-3833.

RESOURCE DETAILS

Submitted by:
The Ontario Early Years Centre: Brant
www.eycbrant.ca/oeyc.htm

Full Day Learning

Schooling Programs for 4 & 5 Year Olds

To implement full day learning in the best way possible, the provincial government announced on November 27, 2007 the appointment of Dr. Charles Pascal as the Early Learning Advisor to Premier McGuinty. A full report of Pascal's findings and recommendations will be submitted by June 2009.

The report will offer suggestions about how to begin program implementation by September 2010. Pascal hopes to create a seamless system where children are exposed to a mix of kindergarten teachers and early childhood educators.

Full-day learning will provide Ontario children with supportive and developmentally enriched programs that help lay the foundation for a healthy and productive lifetime of learning.

Full-day learning for four and five year olds will build on the Best Start initiative to promote a seamless system of early learning. This

helps children succeed at lifelong learning, with better outcomes and greater resilience.

Over the past several months Pascal has met with and heard from thousands of parents and educators across the province gathering information, ideas and data. He also made site visits, held round table discussions, and encouraged written submissions from community focus groups.

The Brantford/Brant Best Start Network established a joint Task Force with Haldimand/Norfolk to provide advice on the implementation of the full day learning programs. During a meeting between the local Ministry of Children and Youth Services and the four Consolidated Municipal Service Managers, the decision was made to submit a regional report as a means of putting forward a collective voice.

The Brantford/Brant Best Start Network, along with Best Start Networks from Haldimand/Norfolk, Hamilton and Niagara, held a community forum with 100 key stakeholders in May 2008.

It collectively identified and discussed the readiness to implement a full day learning program for four and five year olds. Sharing several fundamental beliefs, all parties recognized the importance of high quality early childhood development opportunities.



On October 2008 our regional report was submitted to Pascal. Two key messages were conveyed in the submission. The first was that the design of the full day learning program must be flexible to enable communities to build upon their local strengths, best practices, and assets. The second message was that our communities are in a position to move forward.

We have the knowledge, expertise, experience, and relationships to develop strategies that will have a positive, lasting impact on our children and their families.

The full report can be found online at the Best Start website along with many other resources. Visit www.ourbeststart4brant.ca. ★

ARTICLE DETAILS

Submitted by:

Sue Norden

Director of Child Care Services for the City of Brantford

www.brantford.ca/childcareservices

Photo: Rich Legg / iStockphoto



Photo: Wendy Shiao / iStockphoto

Postpartum

Depression: Realities & Resources

Leading up to the birth of a baby, parents experience months of anticipation about how life will change once the baby arrives. The birth is an exciting time, full of wonder and amazement. However, there are also many challenges such as changes to relationships, sleep interruptions and the demands of caring for a rapidly developing infant. Therefore it is very hard when a mom experiences the added burden of postpartum depression.

We all hear about “baby blues”, postpartum depression and postpartum psychosis. These are all forms of postpartum depression. Certainly the media has brought attention to the severe form of postpartum depression that includes psychosis. This condition is very rare, affecting only one in every 1000 women.

More commonly, four out of five women experience “the blues” in the first few days after delivery. The symptoms include low mood, tearfulness, irritability, poor appetite and difficulty sleeping. For some women, the blues don’t go away and symptoms worsen or reappear during the first year. This postpartum depression affects about one out of every five women. Many of us have been touched by someone who has suffered from postpartum depression.

A mother might tell others that she feels great and everything appears



in order. But inside she doesn’t know how long she can keep it up. She may say she doesn’t feel like herself and is overwhelmed by everything. She can’t enjoy the baby and worries constantly about bad things happening. She will often say she can’t turn off her mind to sleep. She is irritable, snapping at her partner, family and friends. Because she is overwhelmed, caring for a helpless baby becomes frightening. She may have frightening thoughts about the baby and wonder if the baby would be better off without her.

If you think that you might be struggling with postpartum depression, do not suffer alone. Share your feelings with someone because there is help available for you to feel better. Or, if you think someone you care about is struggling, encourage her to look for more help. Information is available about more things you or

- Your family doctor is a good place to start and will be able to determine an appropriate treatment.
- The Brant County Health Unit, Health Information Line at 519-753-4937 extension 259 can offer information and where to go for more help.
- You can also contact the Brant Community Healthcare System, Mental Health Triage at 519-752-7871 ext. 4736 if you have urgent concerns.

your loved one can do to cope with sad or confusing feelings. ★

ARTICLE DETAILS

Submitted by:
Tara Gammon, Public Health Nurse
Brant County Health Unit
www.bchu.org



Celebrating Mom

Memories Made for Mother's Day

Being a mother is one of the hardest but often the most rewarding jobs there is. It doesn't matter whether you are a "mom, stepmother, nona, grandmother, nana, grammy" or just "ma". Considered the most important role that any woman can have, the rewards can be the most precious and priceless of all. The salary is non-negotiable and continually changes as our children grow and mature. Those once-a-year gifts of macaroni necklaces, cards still dripping with wet glue, wilted flowers growing in a Styrofoam cup and little handprints on a paper plate are so special they will be lovingly saved for years to come.

Mother's Day is the day when all mothers, stepmothers and grandmas can relax. Your day may start with breakfast-in-bed consisting of runny eggs, burnt toast and cold tea. Then it is on to the special "surprise" gifts that your children have been hiding from you for days.

The day ends with a family dinner, perhaps with both sets of grandparents. How wonderful is that? Make sure you keep the camera handy so you can take lots of pictures on your special day and keep them for years to come.

The most important part of Mother's Day is not how much money is spent on a gift or how original the idea is; it is about reminding the wonderful women in your life how much you appreciate everything they do for you. Remember, above all else, to share your appreciation with a hug, phone call or something special from your heart. Your mom will sincerely treasure your thoughtfulness and your children will learn an important lesson in valuing women.

So, on this special Sunday that celebrates women everywhere, sit back, relax, enjoy your family and have a great Mother's Day. You deserve it!

Mother's Day Gifts & Activities with Kids

Hand Shaped Flowers:

Each child traces their hand on paper and cuts it out. Obtain a photo of the child to paste in the middle. Paint a popsicle stick green. When dry, glue or tape the hand shape on the stick to make hand shaped flowers. (Variation: Supply each child with a cup to decorate. Place a little bit of playdough in the bottom of the cup and add a flower in the cup.)

Children's Hand Prints:

Paint your child's hands/feet with a brush and tempera (or non-toxic) paint. Press onto paper, a paper plate or cardboard. Write a cute poem or saying at the bottom.

Bath Salts:

Collect baby food jars and fill them with bath salts. Your children can decorate the jars with anything they want from the craft drawer. Make perfect gifts for grandma and those special women in their lives.

Mother's Day Flowers:

Obtain small clay pots. Decorate them with non-toxic paint. When dry, add dirt and flowers. Teach your children about how flowers grow. You might want to start with seeds so that they can follow the growth

process all the way along.

The Ultimate Paperweight:

Supply each of your older preschool or school-age children with some modeling clay. Let them shape it as they wish. Add marbles, buttons, glitter, sand, pebbles, string or whatever they can think of. After it dries it's a lovely paperweight or knickknack. Date the bottom so you can remember this special Mother's Day gift.

A Real Family Tree:

Have the children make a family tree with real dried tree branches. Purchase a nice pot from the dollar store together. Add florist foam, pushing the blocks of foam deeply into the pot. Try to get tree branches with "Y" shapes. Encourage your children to push the small branches into the foam. Cut off small pieces and glue them onto the branches that are sparse for a fuller effect. Encourage your kids to cut out leaf shapes from paper or material and put the names of family members on the shape prior to gluing them onto the tree. The pot is now ready for decorating before giving the Family Tree.

Special Treats for Mom:

Many families begin Mother's Day with breakfast in bed. Usually dad and the children will let mom sleep late as they prepare her favourite meal. A

Mother's Day breakfast can consist of anything mom likes and that the children can help to prepare. Burnt toast, weak tea and runny eggs can still put a smile of joy on any mother's face! After the food is cooked arrange everything nicely on a tray. Don't forget the vase with a single flower. The children can pick a tulip or daffodil from a garden. When ready, carefully carry the tray and mom's favourite sections from the newspaper up to her bedroom. Cards and small presents from the children can be placed on the tray before it is presented to mom in bed. Many families make a special Mother's Day dinner or take mom out to her favourite restaurant for a meal. It is a good day to let your mom relax with her wonderful family.

Coupon Card:

Think about giving the gift that keeps on giving. Encourage your children to make a card that includes coupons of tasks that they can do in the coming months. Coupons for dishwashing, vacuuming, back massages, and house tidying will be much appreciated by any mom. Make sure that the children realize that the coupons are redeemable at any time!

The Memory Jar:

To make a family Memory Jar, ask your siblings and family to help. Buy a pretty

container or decorate a jar with old family photos glued onto it. Fill the jar with notes and memories of special times. Make them as short or as long as you wish, although it does look more appealing if they are all the same colour and size of paper. Recall these special moments as you write them! If you are hosting a family dinner this will be a lovely project for everyone in the family. When everyone has finished talking about and laughing over the contents in the jar, it makes the perfect gift for your children's grandmothers. Have fun with this one!

Helping Hands:

Take a few moments to think about those special older women in your neighbourhood who may not receive a card or kind thought on Mother's Day. Talk to your children about doing something to honour these ladies. You may decide to make a Mother's Day cake, mow the lawn, wash windows or come for a visit and bring tea and homemade cookies. Whatever you decide to do will certainly bring a great deal of pleasure to someone who may otherwise have had a lonely day. Your children will enjoy it too! ★

ARTICLE DETAILS

Submitted by: The Ontario Early Years Centre: Brant
www.eycbrant.ca/oeyc.htm

Prenatal

Every Pound Has a Purpose

Healthy eating, physical activity and maintaining a healthy weight are important for everyone every day; but your nutritional needs increase during pregnancy so it's even more important to be healthy.

Just because you're eating for two, doesn't mean you should eat like two. Canada's Food Guide provides a healthy eating pattern for all Canadians, including pregnant women. Expectant mothers require two extra Food Guide Servings each day, from any of the four food groups. Increasing your intake of healthy foods will provide the energy and nutrients needed for development, but there are some nutrients to which you should pay special attention.

Folic acid is particularly important in the first trimester and even before you get pregnant. It helps close the fetus' neural tube in the first four weeks of pregnancy. Spinach, asparagus, fortified grain products, some beans and nuts are good food sources, but you can't meet your needs from food alone. A prenatal multivitamin that includes at least 0.6 mg of folic acid is essential for healthy fetal development.

Iron needs increase during pregnancy because of the increase in blood volume for the baby. This is why lean meats, beans and fish are so important. Pregnant women should also include a variety of vitamin C sources, like citrus, red bell peppers,

tomatoes and broccoli, because this vitamin improves iron absorption.

Calcium and Vitamin D are important nutrients for bone and dental development. Although your calcium needs do not increase during pregnancy, it is important that you ensure you get the recommended two cups of milk or fortified soy beverage daily. If you are not meeting these recommendations, talk to your health care provider about the calcium and vitamin D in your diet.

Whole grain products provide fibre which is important for bowel regularity as the baby gets larger. Choose whole grain breads, cereals and pasta, and eat the skins when you have fruits and vegetables.

Fish is a great source of omega-3 fatty acids that help your baby's brain develop. Some good choices are salmon, canned light tuna in water and rainbow trout. These examples are low in mercury and are safe choices during pregnancy.

It is also important to stay hydrated during pregnancy. Milk, 100% fruit juice and the foods you eat all help, but water is always the best way to hydrate your body. Water is especially important during activity, so replace your fluids before, during and after exercise to avoid dehydration.

Physical activity goes hand in hand with healthy eating during pregnancy. It helps maintain a regular sleep pattern, reduces stress, increases energy



levels, prevents excessive weight gain and eases labour and recovery. Exercise is usually safe for women with a good health history; however, all pregnant women should talk to their health care provider before starting or continuing a fitness program.

Weight gain is a healthy and necessary part of pregnancy. Most women should gain about 25 lbs during pregnancy; some a little more, some a little less. The important thing is that all women should gain some weight during pregnancy to ensure healthy growth and development for their baby. Pregnancy is never the time to diet – a healthy baby is worth the weight.

Remember, your baby is counting on you to provide a healthy environment to grow and develop. Choose healthy foods and talk to your doctor about becoming active. ★

ARTICLE DETAILS

Submitted by: Stephanie Love, Registered Dietician, Brant County Health Unit, www.bchu.org

Infants

Playing With Baby: Development & Well-Being

Most parents have no special training to prepare them to care for their baby. Many parents worry if they are doing the right things to help their child develop to his or her full potential. Here are 4 things to keep in mind as you play with and care for your baby.

1. Sensory Experiences

“Sensory” refers to information from sights, sounds, tastes, touch, and movement. Giving babies a variety of sensory experiences helps them learn more about the world around them, but remember that for a baby’s brain it is a lot of work to process sensory information. When your baby is happy and alert, it’s a good time to bounce and tickle, touch and look at bright toys, and hear funny sounds or lively music.

If your baby is sleepy, or just having an irritable sort of day, you probably need to take a break from the highly stimulating toys and activities and provide a quieter, gentler sensory experience. Try rocking slowly, singing softly, and cuddling together.

Your baby will learn the joy of experiencing a variety of types of sensory experiences and also learn that these experiences can have different qualities that can affect mood and alertness; touch can be calming or exciting, sounds can be soft or loud. Your baby depends on you to add more stimulation if they are curious

and interested, and limit stimulation if they are overwhelmed.

2. Emotional Guidance

Infants and toddlers can experience very strong emotions without being

able to control or understand them. Parents can help their very young children learn to deal with strong emotions. They play an important role in guiding their children to make sense of emotional experiences and learn to recover from strong negative emotions like fear, anger, or sadness.

Young children mostly use sensory strategies to recover from negative emotions. Deep pressure like hugs, cuddles, and massage, is a very calming sensory experience for almost all people. Other great calming strategies include sucking or chewing, soft music, slow rocking, and reducing

over-stimulating sights or sounds. Helping children to learn to calm themselves or be calmed by others is giving them the tools to effectively deal with stress, frustration and challenges later in life.



3. Social Interaction

Children don’t need lots of fancy toys and equipment to stimulate them in their play. A baby’s most important play-thing is another person. Baby brains are most interested in people, no matter what toys and equipment are used. A young child needs many opportunities to see the facial expressions of others, listen to people’s voices, and watch people’s actions. Eventually, in all of our lives our most important interactions are with people, not objects. Early interactions set the stage for later social, academic, and emotional development. *(cont’d)*

Books for Babies

1. *Baby Day*
Susan Heyboer O'Keefe
2. *I Love You Through & Through*
Bernadette Rossetti-Shustak
3. *Peekaboo Bedtime*
Rachel Isadora
4. *Busy Barnyard*
John Schindel
5. *Sing a Song of Mother Goose*
Barbara Reid
6. *Counting Kisses*
Karen Katz
7. *You and Me, Baby*
Lynn Reiser
8. *Overboard*
Sarah Weeks
9. *Goodnight, My Duckling*
Nancy Tafuri
10. *The Sweetest One of All*
Jean Little

(*"Infants" cont'd from page 9*)

4. Imitation

Playing with your child is a great way to model skills that are new, demonstrate how to use a new toy, or encourage more complex pretend play. Parents are the first role models and teachers, but should also let their children take the lead. Even with a newborn, a parent can follow the direction of the baby's gaze, then take the infant over to explore the object or person up close. During early play a parent can model imitation, by imitating the child. If the child bangs a block on the table, the parent can bang a block on the table. This helps them develop confidence in interacting with their environment and build a sense of control over their own experiences. By following your child's

lead you will learn more about their interests, abilities, and personality and avoid turning playtime into a power struggle.

All children have different skills and personalities. Despite a parent's best efforts a baby may be fussy, or slow to meet a particular developmental milestone. By remembering the above information when you interact with your child you can feel confident that you are respecting their preferences and emotions and providing an enriching environment for learning and growing. ★

ARTICLE DETAILS

Submitted by: Liz Nielsen,
Occupational Therapist
Lansdowne Children's Centre
www.lansdownecentre.ca

Ontario Early Years Centre: Brant



**A place for
parents and
their
children!**



- Drop-in Programs
 - Together Time (0-6 years)
 - Just Baby and Me (0-12 months)
 - A Partner in Brantford/Brant Best Start Early Learning and Parenting Centres
- Parent Workshops/Parent and Child Workshops
- Early Years Literacy Workshops and Resources
- Resource Library - Toy Lending and Resources
- Quality Child Care Information
- Transportation Support
- Community Outreach & Events
- Professionals, Educators and Caregivers Services and Supports



For more information please contact/visit us at:

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Phone: 519-759-3833

Email: oeycbrant@execulink.com

Web: www.eycbrant.ca/oeyc.htm

**Funded by the Ministry of Children and Youth Services
Administered by Community Living Brant**



Toddlers

Friendship & Life-Long Social Skills

Developing good communication skills happens in the home, but social skills need to be developed in social environments where friends can be made. Early friendships, made in the toddler years, develop skills that will be used in all areas of life including school, teams, jobs and with your neighbours. Children start learning the skills necessary for developing friendships at a very young age. Early friendships are the cornerstone of later relationships and start with enjoyment. Children need to spend enjoyable time with peers by sharing play, games, crafts and snacks. Learning to enjoy the company of others when they are young will allow children to enjoy having a conversation based on shared interests and develop relationships when they are older.

The Basis of Friendships

Friendships and peer models provide a reference point for children to monitor their own behaviour. What our friends do matters to us a great deal and children base their own behaviour on what their friends would think. Children will think, "If my friend wouldn't do this, I won't either."

Reciprocity is the 'give and take' that friendships require. Sometimes you give in to what your friend wants to do, at other times, your friend gives into you. Good friends know that

this is necessary to keep a friendship going. Repair is an important skill when friends must be able to manage disagreements and discuss their conflicts without doing permanent damage to the relationship. Two people who disagree more than they agree are unlikely to become friends. Being able to see your role in the situation and saying 'I'm sorry' is the first step to repairing a friendship.

Friends have a shared mind. They see themselves as a part of a larger group that can do things that they could never do alone. That might include painting a large mural, putting on a play or building a tree fort. Projects get bigger as kids get older but the need to see themselves as a part of the whole group doesn't change. Toddler years are an important time to start on group projects.

Friendships allow for the development of social memories. Friends love to retell about funny, sad or unique experiences that they have shared. These 'retelling' moments are the glue that cements friendships together. Shared experience creates unity.

Friendships are based on alliance. The knowledge that you have a reliable friend who will stand beside you during times of difficulty gives us

courage to face up to challenges. As children get older they judge friends based on consistency; you must be willing to help another if you want to keep a friendship going.

Friendships Begin with Toddlers

Developing friendships in the pre-school years sets the stage for friendships throughout school and into adulthood. Learning to be and have



a friend is a skill that develops over time as children learn to work with and enjoy the company of others. Friendship building in toddler years is relationship building for life. ★

ARTICLE DETAILS

Submitted by: Lisa Sylvester,
Co-ordinator, Talking Tots
Lansdowne Children's Centre
www.lansdownecentre.ca

Preschool

Raising “Happy Children” For Life

When any loving parent is asked what they want most for their children in life, the response is usually a resounding... “HAPPINESS! I want my child to be happy for life.” Kindness, empathy, a good education, positive self-esteem and honesty are often suggested, but when asked to give one simple response that encompasses everything... HAPPINESS is the most common answer. So, if happiness expresses in one word our hopes and dreams for our children, how do we as parents raise happy children?

What is often not so clear is how to give our children the gift of lasting happiness. We take little stabs at it by giving them everything they could possibly want, jumping in quickly when they struggle and by praising them for every minor accomplishment. While these motivators do have their place in your child’s life they do not necessarily help to build self-sufficiency and self-love which are building blocks for lifelong happiness. To raise a child who knows how to sustain joy throughout his life, this takes on a different approach. It is an approach that depends on the development of certain inner qualities including: optimism, trust, respect, joy, self-esteem, and a sense of where they fit in this big world of ours.

Steps to Creating Lifelong Joy

Fortunately, it’s easier than you might think to begin instilling the inner qualities that lead to a lifetime of happiness. With patience and an open mind, the following strategies and steps can help you lay the groundwork for your child:

- *Connecting and socializing with others:* More than anything else connection is the key to a happy childhood, teen life and adulthood. Positive connections, in the form of unconditional love from a parent or caregiver, foster self-confidence and self-esteem.
- *Helping your child develop a positive “can do” outlook towards life:* Like that well-known children’s story “The Little Engine That Could” when we encourage our children to view each blip in the road as an opportunity to grow and learn rather than a set-back we are teaching important coping skills for life.

- *Play, Play, Play!* You hear it everywhere that “Play is the work of children.” It hones imagination skills, teaches important problem-solving skills, and reinforces that doing something over and over leads to improvement.
- *Feeling valued:* The feeling of being respected, valued and loved by the important people in your child’s life is an important key towards lifelong happiness.
- *Listening:* When we actively listen to what our children are telling us with their words, body language and actions we establish a communication link that will, hopefully, be strong throughout our lives.

It has been said you can’t buy happiness—it must be experienced, learned and earned. Once our children and teens have developed an I-can-do-it attitude, they are set with skills they can return to throughout their lives. When our children feel valued, listened to and treasured, they will have the confidence to tackle anything that life throws at them. And feel good about doing it. True happiness will be theirs for life! ★

ARTICLE DETAILS

Submitted by: The Ontario Early Years Centre: Brant
www.eycbrant.ca/oeyc.htm

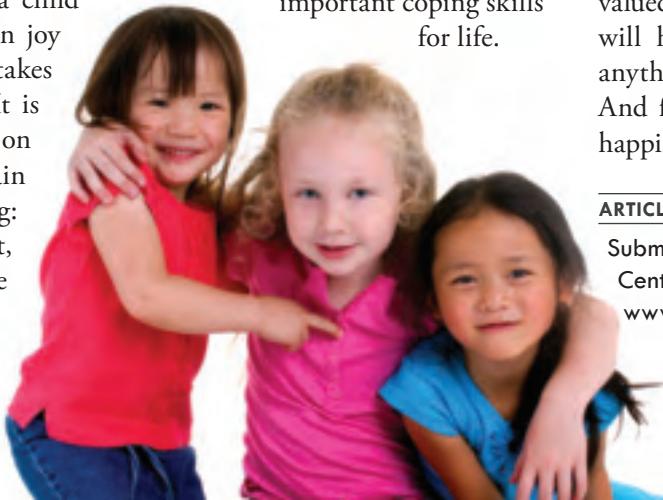


Photo: Thomas Perkins / iStockphoto

Books for Kids

Books for Toddlers

Chicka Chicka Boom Boom – Bill Martin Jr.
 Owl Babies – Martin Waddell
 Chicken, Pig, Cow – Ruth Ohi
 Lola at the Library – Anna McQuinn
 Monkey and Me – Emily Gravett
 Hello, Day! – Anita Lobel
 Mommy’s Best Kisses – Margaret Anastas
 One Tractor: A Counting Book – Alexandra Siy
 Ready for Summer – Marthe Jocelyn
 Ten Little Fingers and Ten Little Toes – Mem Fox

Books for Preschoolers

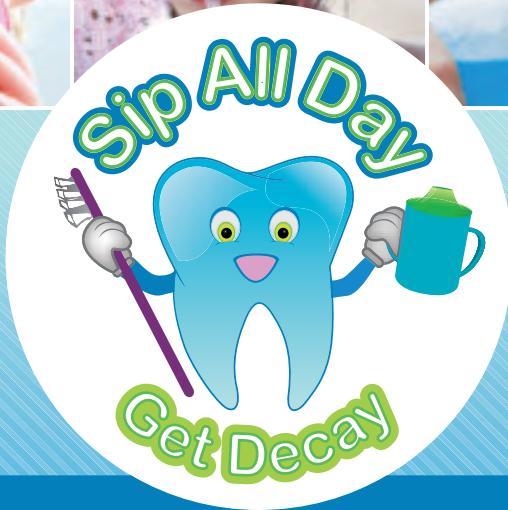
Boo Hoo Bird – Jeremy Tankard
 Please, Louise! – Frieda Wishinsky
 Scaredy Squirrel at the Beach – Melanie Watt
 Big Words for Little People – Jamie Lee Curtis
 Not a Stick – Antoinette Portis
 Smash! Crash – Jon Scieszka
 Dinosaurs vs. Bedtime – Bob Shea
 It’s Moving Day! – Pamela Hickman
 A Visitor for Bear – Bonny Becker
 Knuffle Bunny Too – Mo Willems

Books About Starting School

I am TOO absolutely small for School – Lauren Child
 Kindergarten Rocks! – Katie Davis
 Wemberley Worried – Kevin Henkes
 I Love School! – Philomen Sturges
 Welcome to Kindergarten – Anne Rockwell
 How do Dinosaurs Go To School? – Jane Yolen
 Best Book to Read – Debbie Bertram
 Ready, Set, School – Jacquelyn Mitchard
 Countdown to Kindergarten – Alison McGhee
 Dinosaur Starts School – Pamela Duncan Edwards

Great Books for Summer

Diary of a Wimpy Kid – Jeff Kinney
 Jakeman – Deborah Ellis
 Eye of the Crow – Shane Peacock
 Thumb on a Diamond – Ken Roberts
 Camp X – Eric Walters
 Dear Sylvia – Alan Cumyn
 Scat – Carl Hiaasen
 The Mouse Family Robinson – Dick King-Smith
 Elijah of Buxton – Christopher Paul Curtis
 Jellaby – Kean Soo



Constant sips from a bottle or sippy cup filled with milk, juice or any sweetened drink can cause cavities.



For more information contact Dental Services
 519-753-4937 ext. 450 | www.bchu.org

Kindergarten

Tips for a Positive Learning Experience



The Brant Haldimand Norfolk Catholic District School Board is committed to providing a Kindergarten program that reflects the curiosity, interests and developmental readiness of each child. Through fun and creative learning activities, your child begins his or her academic journey in language, mathematics, the arts and science and technology while developing personally and socially.

Kindergarten Success Tips

You can help your child make the transition from home to school a positive experience by ensuring that your child is:

- Well-rested and has an early, regular bedtime.
- Involved with preparing healthy, small snacks for nutrition breaks.
- In attendance, on time each day.

- Able to put on shoes, jackets, use zippers and close velcro fasteners.
- Dressed in labeled, easily put on and weather appropriate clothes.
- Independent with bathroom routines, including handwashing.
- Willing to accept and follow rules and routines.
- Responsible for tidying up after himself/herself.
- Able to follow traffic and playground safety rules.
- Aware of arrival and dismissal procedures.

You can help your child get ready for school routines by preparing him/her at home. Here are a few ideas.

- Provide opportunities for your child to be with other children, to learn, share, wait and take turns.
- Experience new situations with your child, for example visiting a

- public library for story time.
- Encourage imagination through drawing, building, moving to music and acting out stories.
- Involve your child in sorting activities like putting away toys and groceries.
- Point out words, numbers and signs in the community.
- Make sure your child is physically active and understands the importance of eating well.
- Provide opportunities for your child to exercise and develop large muscles (by running, climbing and playing with a ball) as well as small muscles (by colouring, drawing or using playdough).
- Involve your child in writing (making cards, signing artwork).
- Encourage and celebrate your child's attempts in name writing.

The Catholic school Kindergarten program is formed on the basis of the theme “In God’s Image”. Through this theme, your child learns that he or she is created and loved by God – worthy, precious, good and beautiful. Your child also learns about the relationships with family, Church, school and community. ★

ARTICLE DETAILS

Submitted by: Brant Haldimand Norfolk Catholic District School Board
www.bhncdsb.ca

School Age

Children Having Summer Fun

With the hazy days of summer approaching it's time to think about what to do with our children through the summer. They could spend their days in front of the TV or playing video games, OR your children could be using their imaginations to create projects that are a reflection of their own unique talents. Does it really matter what kids do on their summer vacation? After all, they are in school 10 months of the year and most take some art classes. Don't they get enough art classes in school?

Creative and artistic are not the same thing! Artistry is a wonderful gift and skill; creativity is an approach to life. Creative thinkers know that problems have different solutions. They have learned to look outside the box and discover new,

fresh approaches to everyday issues and activities. When they encounter an obstacle, they find a way around the problem rather than giving up. Creative thinking children are more willing to take risks as they learn and develop new skills. These are important life skills that need to be encouraged. Our children can learn to search within themselves to find creative

answers to life's problems.

Summer activities, children's crafts and science projects give children the opportunity to learn and practice these skills. Even if they follow a project guide exactly, they will still have to make decisions about shades of colours and where to place items. Once familiar with the project, most children will want to make it again. That is when they get really creative. First the colours change, then the shapes, and suddenly it is a new project from their own imagination. When we provide open-ended creative opportunities for our children the sky is the limit and creativity abounds.

Here are some ideas to get your children off the couch, venture outside and develop their creative selves.

Creative Treasure Box:

Spend the time at the beginning of the summer to put together a Creative Treasure Box that includes recyclable materials, glue, children's scissors, markers, assorted paper, washable paints, charcoal, pencil crayons and assorted dollar store materials from the craft aisle. Even old bows from past birthdays and wrapping paper can be included. Encourage your children to take out the box so that they can make creative projects that may be finished the same day or take several weeks to complete.

Painted Rocks:

Materials: rocks, acrylic paint, paint brushes. Encourage your children to choose a rock when you are on a walk or at the beach. Now they can make their rock pet. Have children paint their rock with acrylic paint. Feel free to talk them through their colour choices and encourage them to describe what they are doing. They may discover through trial and error that painting the whole rock first, allowing it to dry and then painting on the details such as the eyes, nose, stripes or whiskers etcetera, is a wise choice. Children may choose to make a whole zoo of rock pets which make great door stops, book-ends, garden ornaments, paper weights and also wonderful gifts for Father's Day.

Crayon Rocks:

Materials: rocks, wax crayons and tin foil. Use wax crayons to colour rocks. Try to get a thick coating on the rocks. Line an oven tray with tin foil and space the rocks on the tray. Heat rocks in the oven until the crayons melt. When cooled take off the tin foil lining and have fun. These are wonderfully coloured paper weights for their desk. ★

ARTICLE DETAILS

Submitted by: The Ontario Early Years Centre: Brant

www.eycbrant.ca/oeyc.htm



Seat Belts

Is Your Child Ready?

Motor vehicle crashes are the main cause of death and injury in children under the age of 14. Children 4 to 9 years of age are at highest risk of injury because they are using seat belts before they are ready to use them safely. Seat belts are made to fit an adult body, not a child. This is why booster seats are legally required for children who have outgrown their car seat, either by height or weight, and are at least 40 pounds.

How does a booster seat keep your child safe?

A booster seat raises a child up so the seat belt is properly positioned over the child's chest and thighs. Proper seat belt positioning allows the strongest part of a child's body, the bones, to absorb the forces in a crash instead of the neck and stomach. Booster seats provide 60% more protection than seat belts alone. Children put into seat belts too early have four times the risk of head injury when compared to children in booster seats.

What does the law say about booster seats?

In Ontario, children under the age of 8, weighing 40 – 80 lbs, and less than 4 feet 9 inches tall (145 cm) are required to use a booster seat. Drivers could be charged \$110 and receive 2 demerit points if they are driving a

child without a booster seat. Safety experts warn that even when children meet the legal requirements to move out of a booster seat, it is still safer to keep using a booster seat until the seat belt fits the child correctly. Use the checklist provided to decide if your child is ready to move out of his/her booster seat.

Having trouble getting your child to use a booster seat?

If your child is not ready to move to a seat belt but is challenging your decision to use a booster seat, here are some tips.

- Using the seat belt checklist with your child, point out how the seat belt is not positioned properly and explain how this can lead to injury.
- Show your child they will not be comfortable during the ride and will have difficulty seeing out the window without a booster seat.
- Make sure your child always travels in a booster seat. Being firm and consistent about using a booster seat will help your child understand that there is no other choice.
- No matter who drives your child, always ensure your child travels in a booster seat.

By having consistent rules, your child will realize that safety is impor-



Seat Belt Checklist

If you answer "no" to any of the following questions, your child needs to use a booster seat to travel safely in your vehicle.

- Is the child at least 1.45m (4 feet, 9 inches) tall?
- Does the child sit back against the vehicle seat without slouching?
- Do the child's knees bend comfortably over seat's edge?
- Is the shoulder belt centered on the shoulder and chest? (Shoulder belt should not touch the child's neck.)
- Does the lap belt rest across the upper thighs?
- Can the child stay seated in this position for the entire trip?

tant and using a booster seat will become a regular part of travelling in a vehicle.

For more information on various types of booster seats and installation tips, visit www.bchu.org or contact the Brant County Health Unit at (519) 753-4937 ext. 259 to request a free car seat safety DVD. ★

ARTICLE DETAILS

Submitted by: DeAnna Renn and Sonia Martin, Brant County Health Unit www.bchu.org

GREAT RECIPES FOR KIDS

Baggie Omelet

This activity is to be individually prepared.

- 2 eggs per child
 - 1 T - chopped green pepper
 - 1 T - chopped onion to taste
 - 1 slice bacon (broken into bits)
 - 1 oz - cheese (broken into small pieces)
 - Salt and pepper to taste
1. Crack eggs and drop into bowl.
 2. Scramble eggs with egg whisk or fork.
 3. Cut up all ingredients and add according to preferences.
 4. Put all ingredients into a heavy-duty zip lock bag.
 5. Adult can drop very carefully into boiling water.
 6. Cook for about 4 minutes. Adult may remove from water with tongs. Wait for about five minutes until the bag cools enough for you to open it and put it on a plate for your child.

Burnt Toast

A simple oversight that should be avoided if you value taste.

Monster Toast

- Bread slices equal to # of children
 - Milk coloured with food colouring
 - Small thin clean paint brush or Q-tips
1. Give each child a piece of bread.
 2. Encourage children to draw a picture with their brush by dipping it into the coloured milk.
 3. Toast bread in toaster. The pictures will show up on the browned toast.
 4. Enjoy... you can add butter and toppings once the "artwork" has been duly admired.

Ants on a Log

- Celery (washed, leafy end cut away)
 - Processed cheese spread
 - Small raisins or currants
1. Should be done with older preschool children and under adult supervision. Using a non-serrated butter knife cut celery stalks into 3-inch logs.
 2. Encourage children to spread their cheese along the trough of celery.
 3. Children can place raisins or currants (ants) along the celery logs. Lots of fun and yummy too!

Photo: MiquelMunill / iStockphoto

Serving children and their families for over 50 years

Lansdowne Children's Centre is a treatment centre for children and youth with physical, developmental or communications needs and their families. We offer a range of quality services that provide essential supports and play an important role in enabling our clients with special needs to develop to their full potential and have and enjoy opportunities to fully participate in everyday activities. Our services include:

Rehabilitation Programs including Occupational Therapy, Physiotherapy, Speech and Language Therapy, Social Work

Respite Programs including Special Services at Home and Kids Country Inn

Recreational Programs including Every Kid Counts and Camps

Infant and Child Development Programs

Early Integration Program

Autism Services



Lansdowne Children's Centre



For more information, to initiate a referral or to find out how you can help make a difference, please contact us at 519-753-3153/3154 ext. 206

39 Mount Pleasant Street, Brantford, ON N3T 1S7

www.lansdownecentre.ca

Problem Solving

Learning The Skills & Steps

Are your children having trouble getting up in the morning, completing homework or resolving conflict with peers? Are you struggling with how to help your child manage these situations? These are some of the many circumstances in life when our children are required to use effective problem solving skills. Unfortunately, we are not born with these skills. They are some of the most difficult skills to teach our children.

Problem solving skills are involved in most aspects of our lives. We are faced with many dilemmas every day. Even the best of us sometimes struggle with solving problems effectively, especially when we are tired or frustrated. When working with children, it is helpful to remember that they are a 'work in progress.' This means that they have not fully developed this skill and may need assistance in learning this valuable tool. Who better to teach this skill than a parent! No one can know the strengths and personality of your child better than you.

Teaching Problem Solving Skills:

- Help your child identify what they are feeling by providing empathy. It will also help your child learn to identify their feelings. e.g. "I can tell that you are frustrated because your sister took your toy."
- Help your child define the problem. e.g. "Both you and your sister want to play with the toy."

- Invite them to help you solve the problem; see what solutions they can come up with on their own.
- Help them evaluate the outcomes of choices. If their options are inappropriate congratulate them on their ideas and ask for more.
- Model appropriate ways to solve problems, verbalize doing so as often as possible (e.g. plan a family outing, what is for dinner).
- Remember to stay calm yourself. It is hard to help them make good decisions when you are frustrated.

As a problem solving coach, it is your responsibility to help your child solve the problem by assisting them to look at different points of view, encouraging them to come up with possible solutions, and evaluating the outcome of each choice. Then your child will be ready to come up with the best solution. Remember that if you rush in with either the answer to the problem or with immediate dismissal of

the problem, you have just wasted an opportunity to teach your child this valuable skill.

Problem solving is a skill that needs to be taught. As such, try to use daily examples of dilemmas (e.g. problems with peers, getting homework completed, changes to routines, and situations from television shows) as opportunities to teach your children how to negotiate and evaluate the outcomes of their choices. With your guidance, children can become great problem solvers! ★

Steps to Problem Solving:

1. Define the problem
2. List your options
3. Evaluate each option
4. Pick the best one
5. If it doesn't work, try another

ARTICLE DETAILS

Submitted by: Marian Travers
Woodview Children's Centre
www.woodview.ca



Road Trip! Car Games

Guess What I Am?: One person states they are either a person, place or thing. The others then ask a series of questions which only have a yes or no response (e.g. Are you blue? Can you speak? Do you bark? Can you be eaten? etc). The person who guesses the correct answer goes next.

Animals/Cities/Geography: One person begins by naming an animal. The next person names another animal (no repeating) that starts with the last letter of the last animal named (e.g. dog, goat, tasmanian devil). As children get older this game can be played with cities, or geographical regions (as they get older still).

The Cow Game: Individuals in the car can be split into teams and

assigned either the left or right hand side of the road. You keep a count of all the cows you pass (or another pre-determined animal, vehicle, building, etc.). Every time you pass a cemetery on your side of the road, you lose one of your points.

My Father Owns a Grocery Store: One player begins the round by stating, "My father owns a grocery store, and in it he sells (something that begins with the letter A; e.g. apples)." The next player states, "My father owns a grocery store, and in it he sells apples and (something that begins with the letter B; e.g. bananas)." It goes around and around with each player having to recite the entire list and then adding a new entry for the next letter of the

alphabet. This game can have many variations (e.g. "My father owns a music store..." in which you name bands, song titles, album titles, or whatever). ★

ARTICLE DETAILS

Submitted by: The Boys and Girls Club of Brantford
www.bgcbrant.ca



Your child, your voice, your love.

READ TO YOUR BABY

Congratulations on the arrival of your baby! A new adventure awaits...

A new parent can't wait to hear their baby's first words. Reading out loud to your baby stimulates their mind and helps develop their language skills. This lays the foundation for later reading success.

Babies and books belong together; so read to your baby every day!

A lifetime of reading begins with a trip to the Library. Let the adventure begin.

Main Library
173 Colborne St.
Brantford, ON
N3T 2G8
519-756-2220

St. Paul Avenue Branch
441 St. Paul Avenue
Brantford, ON
N3R 4N8
519-753-2179



www.brantford.library.on.ca

Summer Camp

Fun, Knowledge, and Self-Esteem



Summer camp can be a time where children and youth can be silly, have loads of fun, make new friends, and laugh often. It is a place where the counselors can also get to know your child and their individual needs. Children and youth are introduced to programs and activities where they can discover, ask questions and explore new ideas and interests. Barriers can disappear as everyone joins together in small groups, enjoys the same activities together, and learns to accept each other's differences.

Of course one of the greatest benefits of a camp experience is that children and youth develop social skills. One of life's most important skills is learning to get along with others. In a camp setting, a good

counselor will ensure every camper is included in the activity and each child interacts with the others in a positive way. They learn the give and take of being in a group, they learn how to work with and depend on others and, more importantly, that others will depend on them.

Children and youth try new activities and also engage in old favourites. In school, children do not experience success in the same way and can often think of themselves in a lesser light. Camp can be a school without failure because just having fun makes you a success. Camp can be summed up in two words "no grades." Children and youth can blossom without the fear of evaluation. Achievement is rewarded based on effort and summer camp celebrates a child's effort and teaches

them to learn from their mistakes.

Summer camp offers a safe place to learn social, physical, intellectual, leadership and personal skills in a nurturing environment. Activities can build a child's sense of confidence and enhance their self-esteem. A camp environment encourages independence, taking responsibility for one's self and others. It also provides the opportunity for learning, trying new things, meeting new friends and making lifetime memories. The most important part of participating in a summer camp program is fun—a vital quality of life and a part of growing up. ★

ARTICLE DETAILS

Submitted by: The Boys and Girls Club of Brantford, www.bgcbrant.ca

Imagination Food

Nourishing a Child's Mind at the Local Library

Raising a child is the most important job many of us will ever do. We go to great lengths to provide shelter, clothing, food and, of course, copious amounts of love. But are you nurturing your child's imagination? During those first all-important years of life your child is developing speech and language skills. Much like tiny sponges, they soak up everything they see and hear from the world around them. For curious little minds, there is no richer resource in your community than the public library.

For 125 years the Brantford Public Library has been a gathering place for families. Think of us as the original "Google." The public library makes it easy to feed your child's imagination, whether it's dinosaurs, fairies or planets (sorry Pluto). The library is *the* place where imaginations soar and the never-ending whys are answered.

Countless studies cite the critical importance of early learning in child development, reading and later success in school. Visiting the library on a regular basis is a great way to introduce your child to the wonderful world of words. Checking out books, participating in a story-time program and reading to your child every day, are marvelous ways to cultivate a lifelong love of reading.

From the day your baby is born there is so much that a parent can

do to help them learn to read - it's easy and it's fun and it feeds a child's imagination. Here are some tips to help children get ready for reading:

- **Books keep kids busy.** Start when your child is a baby. Have some board books in your diaper bag to fill time in waiting rooms and line-ups. As your child grows they'll be happy to look through books on their own when you're travelling.
- **Make reading fun.** Use silly voices to bring books alive and this will also help your child hear the sounds within words.
- **Let your child take the lead.** Come visit us at the library and let your child pick out books that grab their attention. There are wonderful information books for young children. Is your child interested in trucks, shapes, colours or dinosaurs? We have great books on every topic to help them learn and explore.
- **Make your own books together.** Family trips to the zoo or a day at the beach are great topics for a book. Let your child tell the story and add pictures and drawings and you will have a scrapbook to treasure.
- **Point out road signs, menus, shop signs.** There are so many words that we encounter as we make our way through the day.

Draw signs together or label important items in your home.

A trip to the library provides your child with access to knowledge, cultural riches and plenty of inspiration for their imaginations. ★

ARTICLE DETAILS

Submitted by: Paula Thomlison,
Manager-Communications, Marketing
& Development
Brantford Public Library
brantford.library.on.ca



The Search Is On

How To Find Quality Child Care

Looking for child care is one of the most difficult and stressful tasks that any parent or caregiver could possibly have to do in their lifetime. After all, our children are the most precious little people in our lives. It is hard to imagine anyone being able to care for them in the way we would want them to be cared for. Yet, it is something that all of us may need to look into at some point.

About 70% of parents place their young children in child care at some point during their life. Whether you choose licensed centre-based care, licensed home child care or private home child care, choosing appropriate care for your infant or young child can seem overwhelming. There is just so much to consider. As parents, we are well-aware of the importance of choosing a nurturing and stimulating environment where our children are happy, safe and secure. The search for quality child care may seem to be an enormous and confusing undertaking, but if you take the time to research your options (while taking into account the individual needs of your family and your child) it will help make the process go much smoother.

Another important consideration is taking time to address the needs of your family and compare them with the child care choices that are available. The Ontario Early Years Centre: Brant offers FREE Quality Child Care support to families who are looking for care. Information can be accessed at any of

our satellite locations or at our main site at 330 West Street, Brantford. Anyone looking for child care will receive a Quality Care information package to help them get started in their child care search. This package includes a directory of all of the licensed child care programs within Brantford/Brant and an information booklet which addresses key topics such as interview questions, referral contacts and Ministry guidelines. Also available is the Home Child Care directory.

Steps to Finding Child Care Could Include:

Explore all of the child care options that are available. Options today include: licensed child care centres, private home child care (usually run out of the provider's home), licensed home child care (linked to a licensed agency) and parent-cooperative preschools. It is wise to take the time to visit a variety of programs. Because a child care provider is located in your neighbourhood, it does not necessarily mean that they will meet your needs.

All child care programs licensed by the Ministry of Child and Youth Services maintain a standard of care to retain their license. When visiting a licensed provider, ask to see their license.

For any provider, inquire about their schedule, menu, and pro-



gram plan. Observe the interactions between the teachers/providers and the children. Does the atmosphere in the program appear both calm and busy at the same time? Are the children involved in various activities? Do the teachers/providers seem to be interested and excited about the work that they do? Do the activities seem to be age-appropriate for your child? Are the toys and materials plentiful and in good condition? Your observations should help you decide whether the program is providing the quality of care that you are looking for.

Once you have made your choice, finalize your arrangements with your provider. You will need time to do the necessary forms and paperwork and retrieve any medical information that the program requires.

Now That You're Ready...

If your child care provider encourages visits prior to your child's first day, it may be a wise decision to follow through. Talk to your child's teachers/providers about any suggestions that they may have in terms of separation anxiety that your child may experience and during the weeks prior. Try to be positive whenever the topic of 'going to child care' comes up. If you notice that your child seems very apprehensive about all the changes that are looming, get him as involved as you can with the preparations. Preschool children can go shopping and choose their backpacks and new fall shoes. This will help them to feel productive and encourage them to look forward to their first days of child care. Now that the time has come for your child to

embark on the first day of child care, feel good about this new life experience knowing that you have done so many important preparations to get ready for this big event.

The time that you have taken to prepare your child and your family will be invaluable. Just think about all of the experiences and the new friends that your child will learn from in the coming months. It's a new beginning... A BIG STEP! The ancient Chinese Proverb really says it best... "A child's life is like a piece of paper on which everyone who passes by leaves an impression." ★

ARTICLE DETAILS

Submitted by: The Ontario Early Years Centre: Brant
www.eycbrant.ca/oeyc.htm



Assuring High Quality In Early Learning and Child Care

What is Raising the Bar?

Raising the bar is a voluntary accreditation program designed to help families ensure their children are receiving high quality early learning and child care programs. The presence of a Raising the Bar certificate is your assurance that the program you have chosen is committed to maintaining provincial regulatory and community standards.

Congratulations to the following Early Learning and Child Care Programs that completed the process of Raising the Bar on Quality 2008! These programs implemented the components of Quality Assurance, Best Practices and Staff Professional Development.

Who Can Participate?

- Early Learning and Parenting Centres
- Licensed Child Care Centres
- Special Needs Resource Agencies
- Licensed Home Child Care Agencies

County of Brant Programs

- Just 4 Mom's & Kids Children's Centre
- Paris Child Care Inc.
- Holy Family Child Care
- North Ward School Age
- Queen's Ward School Age Program
- Family Counselling Centre of Brant

Brantford Programs

- Beryl Angus Municipal Children's Centre
- Our Lady Queen of Peace Montessori Bilingual School
- Wee Watch Enriched Home Child Care Paris Child Care
- City of Brantford Licensed Home Child Care Paris Child Care
- Ontario Early Years Centre: Brant Paris Child Care
- Lansdowne Children's Centre

For more information visit www.eycbrant.ca or call the OEYC: Brant at 519-759-3833.



CHILD CARE DIRECTORY

Provider	Address	City	Phone Number	Website
The information contained on these pages is subject to change without notice. For the most up-to-date and accurate information, contact the provider directly.				
BRANTFORD				
A Child's Paradise	34 Dalkeith Drive	Brantford	(519) 756-9880	achildsparadise.ca
A Child's Paradise Too	16 Morrell Street	Brantford	(519) 751-2412	achildsparadise.ca
A Child's Place (W. Ross MacDonald School)	350 Brant Avenue	Brantford	(519) 752-2499	
Academy of Montessori	714 Colborne Street E	Brantford	(519) 753-1227	academyofmontessoribrantford.com
Bellview Y Childcare Centre	97 Tenth Avenue	Brantford	(519) 751-0768	ybrantford.com & ymcahb.on.ca
Beryl Angus Municipal Children's Centre	220 Clarence Street	Brantford	(519) 756-3150	brantford.ca/childcareservices
Boys & Girls Club - After School Program	2 Edge Street	Brantford	(519) 752-2964	bgcbrant.ca
Boys & Girls Club - Banbury Child Care Centre	141 Banbury Road	Brantford	(519) 751-2808	bgcbrant.ca
Boys & Girls Club - Grandview Child Care Centre	68 North Park Street	Brantford	(519) 752-0683	bgcbrant.ca
Boys & Girls Club - Kiddy Korner Daycare	2 Edge Street	Brantford	(519) 752-2964	bgcbrant.ca
City of Brantford Private Home Daycare	220 Clarence Street	Brantford	(519) 756-3150	brantford.ca/childcareservices
Kidsworld Y Blueridge	59 Blueridge Crescent	Brantford	(519) 756-0901	ybrantford.com & ymcahb.on.ca
Kidsworld Y Downtown	8 Joseph Street	Brantford	(519) 753-6447	ybrantford.com & ymcahb.on.ca
Noah's Ark Y Preschool (Assumption College)	257 Shellard Lane	Brantford	(519) 753-0832	ybrantford.com & ymcahb.on.ca
Our Lady Queen of Peace Montessori Bilingual School	128 Nelson Street, Unit #1	Brantford	(519) 759-3082	brantfordmontessori.com
Pauline Johnson Child Care Centre	629 Colborne Street East	Brantford	(519) 751-7559	
Ryerson Heights Y Childcare Centre	33 Dowden Street	Brantford	(519) 756-3791	ybrantford.com & ymcahb.on.ca
St. Gabriel's Before & After School - YMCA, Y Childcare	14 Flanders Drive	Brantford	(519) 750-2851	ybrantford.com & ymcahb.on.ca
St. Joseph's Y Childcare	99 Wayne Gretzky Pky Suite 103	Brantford	(519) 752-1816	ybrantford.com & ymcahb.on.ca
Three Bears Y Childcare Centre	160 Brantwood Park Road	Brantford	(519) 759-8890	ybrantford.com & ymcahb.on.ca
Wee Watch Enriched Home Child Care	794 Colborne St. E	Brantford	(519) 758-2703	weewatch.com
West End Y Day Care	30 Bell Lane	Brantford	(519) 759-1701	ybrantford.com & ymcahb.on.ca
COUNTY OF BRANT				
Burford Co-op Preschool & Children's Centre	11 Mill St. (Brantford Townline)	Burford	(519) 449-3127	burford-preschool.co.nr/
Jerseyville Langford Co-op	R. R. #1, Brantford	Jerseyville	(519) 512-0095	
Just 4 Mom's & Kids Children's Centre	51 Simcoe Street	Scotland	(519) 446-3059	piczo.com/just4momsandkids
Montessori Children's Academy Inc.	2 Ball Street	Paris	(519) 442-1440	
Paris Child Care	199 Grand River Street N.	Paris	(519) 442-6680	parischildcare.ca
Paris Child Care - Holy Family School	20 Sunset Drive	Paris	(519) 442-5850	parischildcare.ca
Paris Child Care - North Ward School Age Program	107 Silver Street	Paris	(519) 442-6680	parischildcare.ca
Paris Child Care - Queens Ward After School Program	70 King Edward St	Paris	(519) 442-5850	parischildcare.ca
Paris Child Care - Sacred Heart Child Care	180 Grandville Circle	Paris	(519) 442-0900	parischildcare.ca
St. George Children's Centre	39 Beverly Street West	St. George	(519) 448-1319	
St. George Co-op	39 Beverly Street West	St. George	(519) 448-1835	
Village Playschool	9 Beverly Street East	St. George	(519) 448-1599	
SIX NATIONS				
Little Treasures Child Care Centre	2303 Third Line, RR#1	Ohswéken	(905)-768-4545	
Littler Treasures Child Care Centre	2298 Chiefswood Rd	Ohswéken	(519) 445-1888	
Six Nations Child Care Services	21 Bicentennial Trail	Ohswéken	(519) 445-4411	
Six Nations Private Home Day Care	P.O. Box 70	Ohswéken	(519) 445-0884	
Stoneridge Children's Centre	18 Stoneridge Circle	Ohswéken	(519) 445-0884	
NEW CREDIT FIRST NATIONS				
Ekwaamjigenang Children's Centre	R. R. # 6	Hagersville	(905) 768-5036	

Note: Child Care Subsidy—If you are requiring financial assistance with your child care costs, please contact City of Brantford Child Care Services at (519)-756-3150 to complete an inquiry or to apply.

CHILD CARE DIRECTORY

Provider Program Details (see bottom for legend)	Age Groups				Type of Care					Closed			Hours of Operation		
	IN	TO	PS	SA	HD	FD	PT	FX	SA	SY	SH	WA	Hours	MF	
BRANTFORD															
A Child's Paradise	*	*	*	*	*	*			*		*	*	6:30am-6:00pm	*	
A Child's Paradise Too		*	*	*	*	*			*		*	*	6:30am-6:00pm	*	
A Child's Place			*		*					*	*	*	8:30am-4:00pm	*	
Academy of Montessori		*	*		*	*	*	*			*		9:00am-3:30pm (ext. hrs avail)	*	
Bellview Y Childcare Centre	*	*	*	*	*	*	*	*	*		*	*	6:30am-6:00pm	*	
Beryl Angus Municipal Children's Centre		*	*			*					*	*	6:45am-5:30pm	*	
Boys & Girls Club - After School Program				*					*		*	*	3:30pm-6:00pm	*	
Boys & Girls Club - Banbury Child Care Centre			*	*	*	*	*	*	*		*	*	7:00am-5:30pm	*	
Boys & Girls Club - Grandview Child Care Centre			*	*	*	*	*		*	*	*		7:00am-5:30pm	*	
Boys & Girls Club - Kiddy Korner Daycare		*	*		*	*	*	*			*	*	7:00am-6:00pm	*	
City of Brantford Private Home Daycare	*	*	*	*	*	*	*	*	*		N1	N1	N1 (locations vary)	*	
Kidsworld Y Blueridge			*		*	*	*	*			*		6:30am-6:00pm	*	
Kidsworld Y Downtown		*	*		*	*	*	*			*		6:30am-6:00pm	*	
Noah's Ark Y Preschool		*	*		*	*	*	*			*	*	6:30am-6:00pm	*	
Our Lady Queen of Peace Bilingual Montessori			*		*	*					*	*	7:30am-6:00pm	*	
Pauline Johnson Child Care Centre	*	*	*		*	*	*	*		*	*	*	7:30am-5:30pm	*	
Ryerson Heights Y Childcare Centre			*	*	*	*	*	*			*	*	6:30am-6:00pm	*	
St. Gabriel's Before & After School Program				*					*	*	*	*	7:00am-8:40am;3:25pm-6:00pm	*	
St. Joseph's Y Childcare	*	*	*		*	*	*	*			*	*	6:30am-6:00pm	*	
Three Bears Y Childcare Centre	*	*	*	*	*	*	*	*			*	*	6:30am-6:00pm	*	
Wee Watch Enriched Home Child Care	*	*	*	*	*	*	*	*			N1	N1	N1 (7 days, evenings, overnight)	*	
West End Y Day Care	*	*	*	*	*	*	*	*			*	*	6:30am-6:00pm	*	
COUNTY OF BRANT															
Burford Co-op Preschool & Children's Centre	*	*	*	*	*	*	*	*	*		*	*	6:30am-5:45pm	*	
Jerseyville Langford Co-op			*		*					*	*		9:00am-11:30am (Tue & Thu)	N1	
Just 4 Mom's & Kids Children's Centre (Scotland)	*	*	*	*	*	*	*	*	*		*		6:00am-6:00pm (IN: 7am-6pm)	*	
Montessori Children's Academy Inc. (Paris)		*	*	*	*	*				*	*	*	7:30am-5:00pm	*	
Paris Child Care		*	*		*	*	*				*	*	6:45am-6:00pm	*	
Paris Child Care - Holy Family School			3.8	*	*	*	*		*		*	*	6:45am-6:00pm	*	
Paris Child Care - North Ward				*					*	*	*	*	6:45am-8:40am;3:05pm-6:00pm	*	
Paris Child Care - Queens Ward				*					*	*	*	*	6:45am-8:40am;3:10pm-6:00pm	*	
Paris Child Care - Sacred Heart	*	*	*	*	*	*	*		*		*	*	6:45am-6:00pm	*	
St. George Children's Centre			*	*	*	*	*	*			*		7:00am-6:00pm	*	
St. George Co-op			*		*					*	*		9:15am-3:15pm (M, W, F)	N1	
Village Playschool (St. George)			*	*	*	*	*	*			*		7:30am-5:30pm	*	
SIX NATIONS															
Little Treasures Child Care Centre		*	*	*	*	*	*		*		*	*	7:30am-5:00pm	*	
Littler Treasures Child Care Centre		*	*		*	*	*	*			*	*	7:30am-5:00pm	*	
Six Nations Child Care Services		*	*		*	*	*				*	*	7:30am-5:15pm	*	
Six Nations Private Home Day Care	*	*	*	*	*	*	*	*	*				N1 (Flexible)	*	
Stoneridge Children's Centre		*	*		*	*	*				*	*	7:30am-5:15pm	*	
NEW CREDIT FIRST NATIONS															
Ekwaamjigenang Children's Centre	*	*	*	*	*	*	*		*		*	*	7:30am-5:00pm	*	

IN = Infants
 TO = Toddlers
 PS = Preschool
 SA = School Age

HD = Half Day
 FD = Full Day
 PT = Part Time
 FX = Flexible

SA = School Age
 SY = Follows School Year
 SH = Statutory Holidays
 WA = Wheelchair Accessible

MF = Monday to Friday
 N1 = Call for Details/Hours

AT BEST START EARLY LEARNING & PARENTING CENTRES,

LEARNING

IS JUST THE BEGINNING.



EVERY DAY WE SEE SO MUCH

SHARING & GROWING

- AND THAT'S JUST WITH THE PARENTS.

IMAGINE

WHAT THE CHILDREN ARE DOING.

Neighbourhood	Location	Address
Eagle Place	Bellview School	97 Tenth Ave., Brantford
Banbury	Branlyn - Notre Dame School	238 Brantwood Park Road, Brantford
Core	Brantford Public Library	173 Colborne Street, Brantford
Burford, West Brant County	Burford District Elementary School	35 Alexander Street, Burford
Fairview-Greenbrier	Centennial-Grand Woodlands School	41 Ellenson Avenue, Brantford
East Ward	Eastdale at Echo Place School	723 Colborne Street East, Brantford
Terrace Hill	Graham Bell - Victoria Public School	56 Grand Street, Brantford
East Ward	Major Ballachey Public School	105 Rawdon Street, Brantford
Paris, West South Dumfries	North Ward School	107 Silver Street, Paris
Shellard Lane	Ryerson Heights Elementary School	33 Dowden Avenue, Brantford
Scotland, West Brant County	St. Anthony Daniel School	85 Bishopsgate Road, Scotland
West Brant	St. Gabriel School	14 Flanders Drive, Brantford
St. George, East South Dumfries	St. George Lawn Bowling Club	3 Thompson Street, St. George
Paris, West South Dumfries	St. James Anglican Church	8 Burwell Street, Paris

THE BEST START EARLY LEARNING AND PARENTING CENTRES OFFER RESOURCES AND PROGRAMS FOR PARENTS AND CHILDREN. FOR DETAILS ON PROGRAMS FOR 0-6 YEARS, VISIT WWW.OURBESTSTART4BRANT.CA OR CONTACT OEYC: BRANT AT (519) 759-3833.

