

PROVIDER

Fall 2011 Newsletter



Fall provides some perfect days to get kids out to play in the fresh air and explore the changing seasons. Ava and Kaleb pose for the camera during a farm visit.

Coordinator's Message

Hello everyone! I hope you all had a wonderful summer! It has been so nice to get out and about and enjoy the sunshine!

Sunshine has many benefits, including boosting your immune system and helping your body convert a form of cholesterol present in your skin into Vitamin D. This vitamin benefits us by helping to maintain levels of minerals in our blood, promoting the absorption of calcium for stronger and denser bones and preventing tooth decay. Sunshine is also a great mood booster— it soothes nerves and can leave you with a feeling of well-being!

As we move slowly into Autumn, the season is beginning to change and we notice the world around us transforming. It is still important to try and get out and about each day to enjoy the fresh air and the sunshine. Try and incorporate a walk into each day, and as we try new school routines, a walk can be a wonderful time in which to share the news our children bring home from school. The start of each new school year brings a period of excitement and anticipation for each child.

Allow a little extra time to share the new experiences they encounter. Every child settles into a new routine at their own pace, so don't be anxious if things are a little bumpy for a while, offer your child plenty of support and guidance and you will soon be trotting along smoothly. Remember to stay positive—even if you are feeling a little sad about your child starting school. Children need to feel that you are happy about them being away from you so that they don't worry about you or feel that they are missing out on some other fun.

Enjoy the mellow fruitfulness that Autumn brings!

Joanne Fitter

Program Coordinator

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New Locations in Campbell River and Port Alberni

PacificCARE is pleased to announce that we now have two new locations in Campbell River and Port Alberni. In Campbell River, PacificCARE is sharing space at the Robron Centre as a co-locator along with a number of community partners including the Campbell River Child Care Society and Success by Six. In Port Alberni, PacificCARE is happy to report that we are once again sharing space at the Kiwanis Hilton Children's Centre along with other child care related organizations such as Childcare Society (Stepping Stones Programs), Port Alberni Association for Children with Developmental Disabilities and Vancouver Island Health Authority

This will provide parents and child care providers much easier access to child care referral services, subsidy information and the support of their local consultant in both communities, explains Dianne Magor, Executive Director of PacificCARE. PacificCARE consultants provide resources to licensed child care providers, assist parents and caregivers with child care subsidy forms, provide quality training and workshops to all child care providers as well as child care referrals and support to parents.

"With over two decades assisting parents and child care providers, we feel very excited and fortunate for this opportunity to move forward and share our services and experience with the Campbell River and North Island Communities as well as Port Alberni and the West Coast," she explains. It will also give Rhonda Teramura, the Campbell River Child Care Consultant, and Scott Beam the Port Alberni Consultant the opportunity to assist potential child care providers who don't require a licence with establishing and supporting their business."

PacificCARE is a non-profit regional organization, funded by the Ministry of Children and Families and provides consultant services from Central to North Vancouver Island and Powell River.

Magor is proud to announce PacificCARE's organization was recently re-accredited through the Council on Accreditation (COA), an organization based out of New York who partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards.

To reach the Campbell River/North Island Child Care Consultant, Rhonda Teramura, or the Port Alberni/West Coast Child Care Consultant, Scott Beam, call 250-756-2022 or 1-888-480-2273.



PacificCARE

Promoting Quality Child Care

Office hours for

Nanaimo and Courtenay

8:30 am to 4:30 pm

Monday to Friday

Nanaimo Office open until 6 pm on Thursdays

Closed all Statutory Holidays

Head Office:

3156 Barons Road, Nanaimo, BC V9T 4B5

Courtenay Satellite Office:

237-3rd Street, Courtenay, BC V9N 1E1

Phone: (250)756-2022 or 1-888-480-CARE (2273)

Fax: (250)756-2021

Website: www.pacific-care.bc.ca

Email: mailbox@pacific-care.bc.ca

Please note: if you are unable to reach your area consultant and must talk to someone you can call the Nanaimo office and speak with a consultant or the Coordinator of Programs and Services.

Pausing to listen to an airplane in the sky, stopping to watch a ladybug on a plant, sitting on a rock to watch the waves crash over the quayside— children have their own agendas and timescales. As they find out more about their world and their place in it; they work hard not to let adults hurry them. We need to hear their voices.

*Cathy Nutbrown,
Contemporary British
educational theorist*



Spaces and Behaviour: Connecting the Dots

**Rhonda Teramura, Child Care Consultant
CCRR Campbell River**

Spaces influence feelings, responses and behaviour, for children and adults. As care providers, we work hard to support and encourage children to manage and develop their social and emotional responses, and one way to do that is to start with a supportive environment.

With the best of intentions, we purchase, collect and arrange toys and materials for children in a way that works in the immediate moment. All too often, we intend on returning to set up after we see how it goes and never manage to find time.

If we take a moment to get a “kids eye view” of the space in question, we may make some important connections between environment and behaviours. Think about the challenging behaviours experienced in your group while you assess your space.

Do you see:

- Running paths—How can furniture be rearranged to avoid children misusing the space? If running is an issue, are children getting adequate gross motor play time in a more appropriate setting?
- Clutter/disorder—Can you remove some toys and rotate rather than having all toys out all of the time? Can shelves/bins be clearly labeled with picture and words to support literacy and clean up?
- Things of interest—Are you conscious of children’s interests and are toys/materials provided to support interest based play? Are similarly related toys set up/stored next to one another to support extending of play and attention span?(i.e. blocks and cars, or play dough and house centre)
- Opportunity for creation—If an art table and age appropriate open ended materials are available, in addition to the many developmental benefits (too many to list here!) the misuse or destruction of toys/space may be avoided.
- Things to climb/jump off of — Do any bookshelves, tables ,ledges look appealing to climb/jump off of? How can furniture arranging improve safety? Can jumping and climbing opportunities be provided safely elsewhere?
- Quiet activities/secluded & soft spaces— Providing a quiet space supports rest and addresses children's needs when they get over stimulated-is there a space/time which would not include TV. or electronics for children to escape to?
- Materials within reach —Child sized bookshelves, tables, chairs and toy shelves etc. improve the function of the room and empower children to respect the space they feel ownership of.
- Safe – All arrangements need to be free of risk to children- when in doubt contact your consultant or licensing officer.
- Light – Is there enough? Are fixtures and cords out of reach? Is the wattage adequate for the room? Are window coverings giving enough shade/light when needed? Is task lighting needed for areas where children are writing/doing fine motor tasks (i.e. beading)

If we are continually self- reflecting, and reassessing our practices, our vision will refocus on how to best meet the ever changing needs we are there to support.

Interestingly, the comfort that comes with knowing someone has 20 years of experience, quickly dissolves if in 20 years their practice hasn’t changed and evolved.



A quiet corner with books invites children to unwind and take a break when needed.

Keeping art supplies ready and available inspires creativity.



Fall Fun Page



Five Leaves

Five little leaves so bright and gay
 Were dancing about on a tree one day
 The wind came blowing through the town
 And one little leaf came tumbling down.

Continue with 4 leaves, 3, 2, 1. Have the children hold onto leaves (real or pictures) and drop them.



Thanksgiving Song

Sung to the tune of Twinkle, Twinkle Little Star

Thank you, thank you, very much
 For everything that I can touch.
 Thanks a lot for nature's food
 And for when I'm feeling good.
 Thank you, thank you, very much
 For Moms and Dads and friends and such.

Let's Play Pass the Apple

This is played much like 'Hot Potato'. Children form a circle and when the music starts they begin passing the apple to the child next to them. When the music stops, the child holding the apple goes into the "applepot" (the center of the circle). When all the "apples" are in the pot, we make applesauce, stir, add sugar, add cinnamon, taste, etc. Kids giggle when they have to start jiggling and boiling.

If you have older kids try passing the apple with no hands—tuck it under your chin!



Fall Reading — available from Vancouver Island Regional Libraries

Mouse's First Fall by Lauren Thompson

Hooray for Fall! by Kazuo Iwamura

Fall is for Friends by Suzy Spafford

Fall Leaves Fall! by Zoe Hall

The Little Scarecrow Boy by Margaret Wise Brown



Prop Box Play

by Sharon Larkins
Tender Beginnings Child Care Centre, Nanaimo

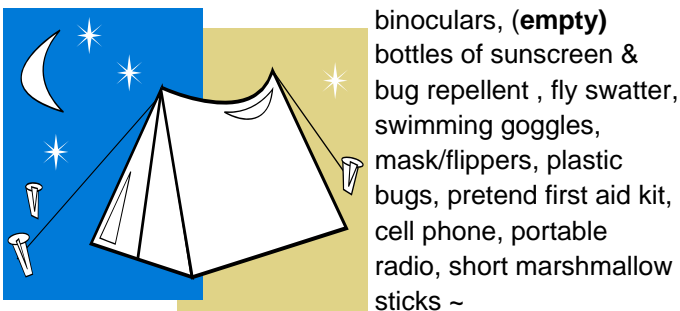
Introduce new ideas to enhance your dramatic play through the use of prop boxes. Prop boxes contain the dramatic play props that allow children the freedom to express themselves and to expand their imaginations. Props that inspire children to play different roles help them to interact with each other while expanding their communication and social skills. Often by using props, the quiet shy child is given a way to enter play that they might have avoided.

No matter how extensive your prop box selection is, a dramatic play area provides a place where children can dress up and be anything their imagination can come up with. During dramatic play children learn how to interact with one another, role play, exercise their imagination, share and take turns, build communication skills, extend and enhance their understanding of the environment, break the male/female stereotyping and best of all HAVE FUN! Because dramatic play has no right or wrong way of play it offers children the opportunity to explore their own ideas and concepts and as they play they can make sense of their world.

Here are some ideas for prop boxes:

Camping Prop Box

Tent, sleeping bag, pillow, small air mattress, sticks/ wood, cooking utensils, orange and red tissues for fire, dishes and pan, plastic food, small cooler, grill, canteen, camp stove (**remove elements/gas**), flashlight, fishing pole, fishing hat, flannel shirts, life jackets, sun hat,



binoculars, (**empty**) bottles of sunscreen & bug repellent, fly swatter, swimming goggles, mask/flippers, plastic bugs, pretend first aid kit, cell phone, portable radio, short marshmallow sticks ~

Veterinarian Prop Box

Office signs, hospital smocks, small rolls of bandages, adhesive tape, stethoscope, Doctor's kit, eyedropper, pill bottles, syringes, cotton balls, Qtips, disposable masks, gloves, boots and hats, stuffed animals (patients), weigh scale, pet carrier, magnifying glass, comb and brush, play thermometer, clipboard, care papers, dog/cat collars and leashes, cages and beds ~



Barber/Hairdresser Prop Box

Smocks, capes, towels, snap on curlers, blow dryer/ curling irons/ straightening iron (**all with cords cut off**), perm rods, empty spray, shampoo and conditioner bottles, brushes, combs, clips, barrettes, elastics, bows, scrunchies, hand mirrors, wigs, wig heads, dolls, brush to whisk hair off face, broom and dust pan to clean up ~



Bakery Prop Box

Rolling pins, measuring cups/spoons, cook books, posters, mixing bowls, oven mitts, aprons, hand held mixers (**cut off cords**), wooden spoons, spatulas, whisks, dishcloths, towels, cupcake papers, plastic food, empty food containers and/or boxes, empty milk jugs and egg cartons, cookie sheets, cake pans, muffin tins, chef hats, cookie cutters ~





What's Cooking?

Fall brings harvest time...and apples! Did you know that over 350 varieties of organic apples are grown on Salt Spring Island? October 2 is the date for Salt Springs Annual Apple Festival—where you can taste more than 100 varieties on just one farm!! Here is an applesauce recipe from LEAP BC's Food Flair Resource.

Literacy Links:

- **Apple Farmer Annie** by Monica Wellington
- **Ten Red Apples** by Pat Hutchins
- **Ten Apples Up on Top** by Theo LeSieg

Topics for Discussion:

- What does cooking do to the apple?
- What ingredient sweetens the taste?
- Cinnamon is from the bark of a tree found in India.
- Nutmeg is a seed from the fruit of a calabash tree that grows in Africa

Crock Pot Applesauce

Serves 10-12 children

What you need:

- | | | | |
|---|----------|--------------|--------|
| • | 8-10 | Large apples | |
| • | 1 tsp. | Lemon juice | 5 ml |
| • | 1/2 cup | Water | 125 ml |
| • | 1/2 tsp. | Cinnamon | 2 ml |
| • | 1/8 tsp. | Nutmeg | .5 ml |



How to:

1. Choose naturally sweet apples such as Golden Delicious, Red Delicious or Gala.
2. Peel apples, core and slice thinly.
3. Combine apples, lemon juice and water in crock pot.
4. Cover and cook on low for four hours or until apples are very soft. (If you don't have a crock pot, simmer in an uncovered saucepan for about 10 minutes.)
5. Add cinnamon and nutmeg.

Reference:

2010 Legacies Now. (2008). *Food Flair Early Learning Practitioners Resource*. (p.125)

Effective Strategies for Challenging Behaviours

Kirsten Barlow, Child Care Consultant
CCRR Nanaimo

Dealing with challenging behaviours with children of any age and within any care setting can often lead to frustration and burn out for even the most seasoned child care veteran. To avoid unnecessary emotional and physical burn out (probably the #1 health hazard of our industry) it is very important that care providers use effective strategies that will reduce the occurrence of many of those most challenging behaviours we have all experienced over the years of working in the care field.

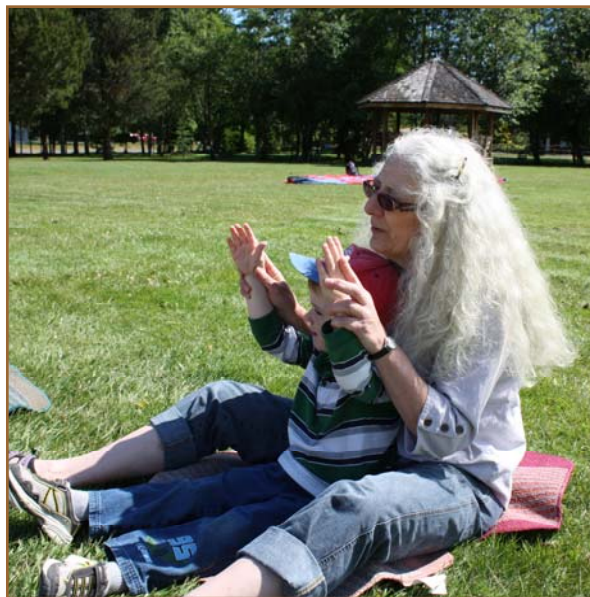
Modelling, Reinforcement and **Direct Instruction** are 3 effective strategies that, if used consistently, will assist in encouraging positive social development in children and reduce the occurrence of challenging behaviours in your programs. We hear these terms often in Early Child Development circles and as care providers, you are most likely very familiar with their application. A quick refresher on each strategy may help to recharge your energy levels and your commitment to encouraging pro-social development in your children!

We usually hear the word “**model**,” in reference to eliciting the behaviours we want children to emulate. So just exactly when and where is modelling appropriate? The answer, of course, is everywhere and always. Children are keen observers and learn how to act and respond to their world through watching everything and everyone around them. When adults talk about their problems, reason with others, and make compromises, children will begin to view these strategies as natural ways to respond to their world. Modelling empathy from an early age also sets the foundation upon which pro-social behaviours are built. For example, Johnny, age 2, frustrated at a broken toy, bursts into tears. Liam, aged 2 1/2, sitting beside him looks confused and then moves away from Johnny. An adult might say, “Johnny is feeling sad that his toy is broken. I am rubbing his back to make him feel better.” The adult in this scenario has modelled how to identify feelings and how to respond empathetically to them. Remember, even the small exchanges can be excellent opportunities to model pro-social behaviour to children. Equally as important as modelling is as a strategy, so too is the timely use of reinforcement.

Reinforcement is another effective strategy; it encourages positive behaviour and can ultimately eliminate less desirable behaviour. Current ECE practise discourages the use of positive and negative reinforcements such as rewards (i.e. stickers, treats) and punishments (i.e. time-outs) and encourages the use of **Positive Personal Messages** as a means to develop pro-social behaviours in children *(Kostelnik et al, 2009.) The use of positive personal messages is an especially effective behaviour reinforcer as it identifies specific behaviours and gives children a reason why such behaviour is desirable.

“You helped set the table. I am very happy because now I have less work to do to get dinner ready! Let’s use the extra time to read a book together” or “You cleaned up all the play dough on your own. I’m delighted. Now we can start the game faster!” These types of messages can help children to understand **why** a particular behaviour is desirable and then experience its positive outcome. “You’ve done this so now this positive thing will happen.” When children receive direct feedback on what behaviour resulted in which consequence, they are much more likely to repeat behaviours that illicit positive end results. As children grow and mature, these kinds of personal messages lay the foreground for the development of *intrinsic motivation*, the internal drive to achieve one’s goals.

Along with Modelling and Reinforcement, **Direct Instruction** is another effective strategy adults can use to reduce challenging behaviours from the children in their care.



(Continued on page 8)

Modelling, Reinforcement and Direct Instruction

(Continued from page 7)

Direct Instruction is the use of a variety of instructional techniques in a care setting that helps minimize the occurrence of challenging behaviours. (Kostelnik et al, 2009) By teaching children the skills they need rather than expecting them to come to us pre-programmed to know how to behave appropriately under every circumstance, we empower children with the understanding of what is expected of them, as well as the where, when and why.

“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“**SO therefore**...if a child doesn’t know how to **behave**, we.....**teach**”

** (Herner, Counterpoint 1998, p.2 as quoted by Malette, 2007)

For practically every challenging behaviour you may witness, there is a direct instructional technique that can be applied to help children to understand what is expected of them under any given circumstance. (Malette, 2007.) One key aspect of using instructional techniques is to never assume global understanding from the children in your care. Not every child understands what “be nice,” “on your best behaviour,” or even “quiet hands” actually looks like. Therefore it is very helpful to pre-teach skills on every aspect of your program, such as how to carefully clean up toys, or how to keep hands to yourself during calendar time.

Other instructional techniques might include creating visual cues for instructions on how to do something or visual reminders of what is expected during various routines, such as circle and snack times. Also helpful is to provide visual schedules of the daycare daily routine and practice making transitions from one task to the next. Direct Instructional Techniques can greatly reduce the instances of challenging behaviours in your program, but just remember that providing instruction once or twice on whatever tasks or expectation you may have doesn’t guarantee that a child will immediately be able to demonstrate the new skill. Allow time for skill development through practice, reminders and developmental maturation.

If any of these strategies is unfamiliar to you or you would like to get more information about how to use these techniques in your program, please contact your local child care consultant, Kirsten Barlow

*Malette, 2007. *Partnerships in Addressing Challenging Behaviour*, CBI Consultants, 2007.

**Kostelnik, Whiren, Soderman, Gregory, 2009 *Guiding Children’s Social Development & Learning 6th Ed.* Delmar, Cengage Learning: New York.



Check out the Calendar of Events on the Island Family Info website at www.islandfamilyinfo.ca for the latest activities, events, training and workshops for the PacificCARE region and all of Vancouver Island.



Family Survey!
Help us help you...

The Child Care Resource and Referral program is asking for feedback from families about finding and accessing CCRR services. Please fill out the survey at <http://www.surveymonkey.com/sN7CJNDT>

Child Care Providers: please pass this link on to the families you work with. Thank You!



Young Writers' Corner

The Monkey's Friends

by Dru Hocking

Once there was a monkey who had a lot of friends and his friends were funny and one day it was a rainy day so the monkey and his friends had to stay in the monkeys house, and that was not fun. The elephant broke the monkeys house. And gess what he broke the house with his feet. The elephant felt sad. So they went some were else and the elephant said you guys can come to my house and play and I can't break my house.

~The End~

Do you know a young writer who would like to have their story, poem, or screenplay featured in a future edition of the Provider? If you do please send the story and if possible a scanned photo to: Susan Oliver at soliver@pacific-care.bc.ca or email to make arrangements. We will make sure the published author gets a few copies of the Provider to keep and share with family!

Dru Hocking
Age: 7
Parksville



Jonah, Autumn, Katiegene and Maya

In the Spotlight

Happy Seeds LNR

This License Not Required centre is located in Parksville and has been registered with PacificCARE since June 2010.

Katiegene, whose Mom and Mother-In-Law were both Family Care Providers, wanted to stay at home with her daughter Autumn and also wanted to be able to offer quality care in a home setting to other families.

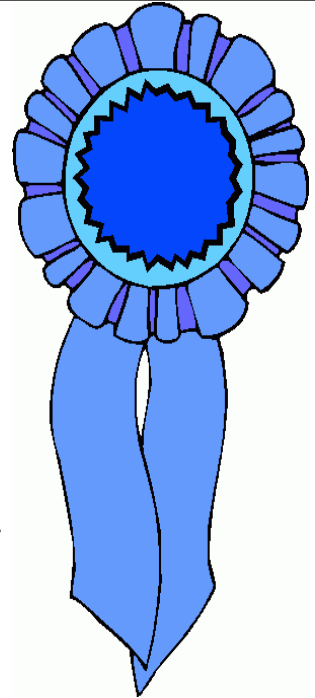
Gardening, healthy organic foods, and home baking are on the menu at this home centre. There are even a few chickens in the backyard coop supplying fresh eggs along with opportunities for observation and learning. Time outdoors is balanced with indoor crafts, playtime, learning activities and quiet time.



Quality Improvement Update

PacificCARE CCRR Care Provider Satisfaction Survey Summary – February 2011

- There were 124 responses to this survey.
- Majority of clients who responded receive services through the Nanaimo office as it is the closest office to their area.
- 82 % of care providers rated that PacificCARE's office hours are convenient.
- 55% indicated that they would not make use of any extended office hours if offered.
- The maintenance of PacificCARE offices; cleanliness, safety, signage, set-up, comfort were rated mostly good or excellent.
- Overall, of those that rated the maintenance of locations outside of PacificCARE, over 71% were satisfied with the cleanliness, safety, facility amenities and comfort of the facilities. Parking at PacificCARE offices was rated slightly lower, but still with the majority being satisfied.
- The top three responses for services that clients access are; Workshops/Training (83.9%), Access to Insurance (74.2%), Child Care Referrals (72.6%).
- For satisfaction of services (good or excellent); child care referrals, workshops were rated the highest (over 80%) and consultant support, training, networking were rated next (over 73%).
- The majority of respondents rated Drop-in programs good or excellent.
- Approximately one third of care providers indicated they do not use the Toy/Resource library. Of those who rated it, 77% rated it either good or excellent.
- The survey response indicated that the Provider Newsletter is received by email for the majority of care providers.
- 87% of care providers responded that they are satisfied (good or excellent) with the Provider Newsletter content.
- Just over half (56.9%) of care providers were not aware that PacificCARE has a Client Handbook and over half were also not aware that the handbook could be accessed on PacificCARE's website, at the Nanaimo & Courtenay offices or through the local consultant(s).
- The two items that were not viewed much on the website are the "client handbook" and the "employment opportunities" section.
- Items rated as the most viewed are: the Provider newsletter, Child Care Updates, Child Care Links (Ministry of Children & Family, Child Care Subsidy, Island Family Information website).
- The PacificCARE website rated very high for ease of access, content of information, literacy / language, and design/layout.
- PacificCARE Workshops/Training were rated high in satisfaction for all the areas of; content, length of session, group size, skill of presenters, cost for members, resources.



Thank you very much to everyone who provided their valuable feedback for PacificCARE's CCRR program.

Join Us for a “Little Fox Run”

PacificCARE is supporting the Terry Fox Foundation by holding a “Little Fox Run” for Child Care providers and their children in Nanaimo on September 16, 2011. The event will be held at Kinsman Particpark, Beban Park Nanaimo from 10 am - 2 pm.

PacificCARE invites all Child Care providers, including Licensed-not-required, Family Child Care, and Group centers, and their children to come out to this great event. Participants will be encouraged to create team names and wear team colors at this event, and help PacificCARE raise donations for the Terry Fox Foundation. It is our hope that we can also educate children about Terry Fox, his vision and why every year people across Canada participate in the Terry Fox Run. In addition, PacificCARE hopes to promote active lifestyles for all our care providers and children.

Child care providers will be encouraged to make a donation although there is no minimal donation required to attend the event. To help encourage as many providers and children to attend as possible, we are having a grand prize draw for all members who donate. We ask that all donations be sent to PacificCARE by September 14, 2011 so that we can hold the draw for the day of the event. Please register for this event by September 9, 2011.

Donations can be raised by child care providers within their own facilities by running their own mini fundraisers. These fundraisers range from a penny drive to a bake sale. It would be appreciated that any donations over \$1 be counted and submitted in larger bills, or by cheque. Resources and ideas for fundraising are available through PacificCARE please contact our main office for details.

Terry Fox ran across Canada in what he called a “Marathon of Hope” to raise funds and awareness for cancer



research. Canada celebrates and supports his cause every year with Terry Fox runs all over Canada; this year the actual run will be held on September 18. ‘The Terry Fox Foundation works hard to achieve Terry’s goal and relies on the support and generosity of Canadians who participant, fundraise, and donate to the Terry Fox Foundation.’ PacificCARE wants to help with bringing the goal of awareness for cancer research to everyone by helping our child care providers to teach children in their early years about the importance of Terry Fox and the “Marathon of Hope”.

Child Care News and Links



New Child Seat Regulations

New child seat regulations will come into effect on January 1, 2012 for the *Motor Vehicle Restraint Systems and Booster Seats Safety Regulations*. To ensure your child car seats meet the new regulations please visit the frequently asked questions page of Transport Canada. <http://www.tc.gc.ca/eng/roadsafety/safedrivers-childsafety-faq-1131.htm>.

Child Care Subsidy Rates Adjusted for Full-Day Kindergarten

To align with the implementation of full-day kindergarten this fall and ensure consistency for all school-aged children, the Ministry of Children and Family Development is updating child care subsidy rates as well as the process for claiming full days when there are school closures or a child is ill.

Effective Sept. 1, 2011, the Ministry is increasing the maximum monthly subsidy rate for care before and/or after school. This now includes children attending kindergarten. This increase will support each school-aged child for one full day of child care per month during the school year, in the event that school is closed for a non instructional or professional development day. For more information please visit www.mcf.gov.bc.ca/childcare or contact the Child Care Subsidy Service Centre directly at, 1 888-338-6622.

Meet PacificCARE's Newest Care Providers

Nanaimo/Ladysmith

A to Z Northfield FCC	Kathy Craik
Bumble Beary Pie Family	
Child Care	Janet Merlo
Crazy 4 Kids	Siobhan Shepherd
Giggle "N" Shenanigans	Anne Fraser
His Little Lambs FCC	Tanya Helgeson
LNR	Lee Masciarelli

Powell River

LNR Annemarie Webb



Cheerful Greetings Everyone

My name is Scott Beam and I am PacificCARE's new Child Care Consultant for Port Alberni and the West Coast.

Before joining the PacificCARE team I worked for two years as a Manager of a Waldorf Preschool program (Licensed Group Care), nine years combined experience as a Preschool Teacher/Support Worker in Child Care centres, and five years' experience as a music/guitar Teacher to children and youth.

I look forward to supporting you with consultations, toys and equipment, workshop and training opportunities and many other of your Child Care Provider needs.

Respectfully Yours,

Scott Beam,
Child Care Consultant,
CCRR Port Alberni

*Play is our brain's favourite
way of learning.*

~ Diane Ackerman

Registration Renewal Reminder



A signed PacificCARE registration form is a mandatory requirement renewable annually on October 1.

Visit PacificCARE's website www.pacific-care.bc.ca under "Caregiver Information" and download the "Registration Form", or contact PacificCARE at 1-888-480-CARE (2273) or 250-756-2022 ext. 28 for assistance.

Your registration includes the following:

- Consultations in person or by phone
- PacificCARE website link emailed to you for access to our Quarterly Newsletter
- Toys, equipment, books and video library
- Access to affordable insurance
- Special member rates for workshop and training opportunities
- Child care subsidy information
- Drop-in playgroups and networking opportunities
- Online computer access (Nanaimo and Courtenay)
- Laminating, photocopying and die cutting (Nanaimo and Courtenay)
- Promotional Opportunities

Group facilities please include a \$30 registration fee.

Registration/member numbers will be issued upon receipt of the completed registration form.

Statistics for April to June 30, 2011

370	Parents received referrals to child care services
11	Workshops and courses provided
75	Providers and parents were provided resources
39	Providers and parents borrowed from the toy and equipment library
4289	Individuals receiving consultations
24	Support visits
280	Parents assisted with subsidy forms