



CHILD CARE
RESOURCES
OF ROCKLAND
INCORPORATED

Rockland Child Care News

childcarerockland.org | info@rocklandchildcare.org | 845-425-0009

May-August 2019

OH, BABIES!

by Vicki Caramante, Executive Director

The joy of a new child is unlike any other. Watching a new little person discover the world around them is wondrous - finding their feet, grabbing a finger, learning to sit, to crawl, to walk. Suddenly, they toddle about, at first unsteady then off sprinting to discover the larger world around them.

As parents, we want to provide the very best opportunities for our children, and for many parents heading back to work after maternity and paternity leave, finding a child care program can be difficult, practically and emotionally. Searching for a child care program in the first place in Rockland can be tough – not all child care programs accept infants and toddlers.

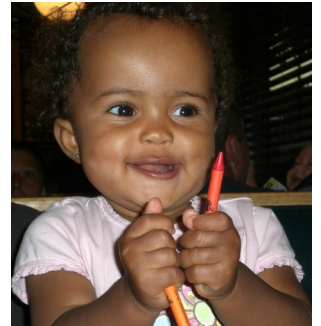
Fortunately, New York State has acknowledged that more needs to be done to not only support infant and toddler teachers with training and technical assistance, but that there is a need for more infant/toddler slots. So this year, New York State child care resource and referral agencies, including CCRR, have seen their infant/toddler program budgets triple!

This is truly wonderful news, because we have been able to hire a new infant/toddler specialist to work with programs and staff on professional development, room environment, and, ultimately, to assist programs to open infant/toddler spaces. We are proud to welcome Jenny Spampinato, our new Infant/Toddler Specialist.

Jenny comes to us highly recommended, with certifications in NYS Early Childhood Birth-2, among other certifications. After working at a preschool for a time, Jenny came to realize she relished the opportunity to not only broaden her scope of knowledge, but to help child care providers. She is committed to providing excellence. Jenny will be working closely with CCRR's Quality Enhancement Specialists and with the Regional Infant Toddler Network (Rockland, Orange, Sullivan, Ulster, Dutchess, Putnam and Westchester), visiting child care programs, sharing knowledge, insight, and assistance to infant/toddler providers and parents. You can learn much more about Jenny on page 10.

The safety and security an infant or toddler experiences in those first years of life is the foundation for how they will learn as they grow.

Entrusting the care of our infants and toddlers to a child care provider means finding someone in whom we have confidence, who will care for and nurture the child the way we would while having the skills and knowledge to support that foundational early learning. CCRR's commitment to ensuring quality early childhood education to all children is strengthened by having Jenny on staff. Welcome, Jenny!



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Vicki Caramante

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Mission Statement

Our mission is to promote, support and enhance the healthy development of all children by:

Providing resource and referral services for families seeking accessible, affordable, quality early childhood and school age care and education;

Offering training, support and resources to the early care and education workforce as well as public and private schools;

Connecting with business leaders and public officials to emphasize the value of quality child care to the economic vitality of Rockland County;

Advocating for increased investment in quality child care and education;

Collaborating with strategic partners to enhance our collective abilities to address the needs of the community now and in the future.

A Warm Welcome to all New and Renewed Licensed/Registered Child Care Programs

FAMILY CHILD CARE PROGRAMS

Nelly's Nest

GROUP FAMILY CHILD CARE PROGRAMS

Bubby's Play Group, LTD.
Chavie's Day Care, Inc
Grow and Learn With Me Daycare, Inc.
Little Giants Daycare
Loving Angels Child Care
Michelle Dietze
Ring Around the Rosie
Cindy Rosenberg
This Little Piggy Day Care, Inc.
Simcha Day Care Corporation

CHILD CARE CENTERS

A Starting Place
Children of America Nyack, LLC
Haverstraw Day Care, Inc.
Kids Kingdom of Rockland, Inc.
St. Paul's Christian Day School
Teacher Mommy Daycare, Inc.
Tots 2 Teens LLC

SCHOOL AGE CHILD CARE PROGRAMS

Martin Luther King Multi-Purpose Center
YMCA at Lakewood Elementary School

MEMBERSHIP NEWS

THANK YOU TO THE FAMILY AND GROUP FAMILY CHILD CARE PROVIDERS, CENTER-BASED PROGRAMS, SCHOOL AGE CARE PROGRAMS, AND COMMUNITY MEMBERS WHO PAID MEMBERSHIP BETWEEN NOVEMBER 6, 2018 AND MARCH 31, 2019.

Jacquelin Abreu
Yolanda Avila
Regina Barone
Gitty Brown
Darnett Davis-White
Mindy Franzone
John Gregory
Jan Jason
Thomas and Meline Merjanian
Oluyemisi Oladele
Scott Salotto
Nathalee Williams

Center for Safety and Change
Children of Mary
Kids Club
Kiryas Joel
Learning Ladder
Nanuet Family Resource Center
Playschool Playhouse
Precious Moments Daycare
Safe-N-Sound
Salvation Army
The Fred Keller School
Tiny Scholars
West Street Child Care Learning Center

Child Care Resources of Rockland, Inc. is a contract agency of the County of Rockland, NYS Office of Children and Family Services, NYS Department of Health, the NYS Education Department and the United Way of Rockland County. Additional funding for Special Needs Services is provided by the Office for People With Developmental Disabilities. We are also supported by our members. Child Care Resources of Rockland, Inc. is Best Practices/Quality Assurance Certified by Child Care Aware of America demonstrating the competence in the field of Child Care Resource and Referral in New York State.



Child Care Aware® of America Member

Congratulations to the 2019 Children's Champions!



THANK YOU

A BIG thank you
to **Assembly Member**
Ken Zebrowski
for sponsoring four April
Professional Development
seminars in honor of the
Month of the Young Child.

All four seminars were filled
to capacity, with growing
waiting lists!

Celebrating Children's Book Authors

How do you celebrate children's authors? Since January, CCRR staff have been taking turns celebrating their favorite authors by displaying their books and biographical details. Authors so far: Ezra Jack Keats, (best known for introducing multicultural characters to children's picture books); Eric Carle; Shel Silverstein; and Laura Numeroff. **Which author will be next?** Check out our Facebook and Instagram pages to find out! Like us! Tag us! Share your favorite authors and displays with us! Questions? Please send an email to Lisa: lisak@rocklandchildcare.org



Entering Kindergarten: A Milestone for Parents, Children, and Teachers

By Ellen Mitchell, Quality Enhancement Specialist

WHEN ASKED ABOUT THEIR GOALS FOR THE CHILDREN, I often hear teachers respond with “to get them ready for kindergarten.” But what exactly does that mean?

Getting ready for kindergarten starts at birth. It begins with the nurturing, the guidance, the talking, the playing, and the reading that goes on throughout the early years. Developmentally best practices allow children to experience *age* or *stage* appropriate activities and not trying to move them into the next *age* or *stage* ahead of time. Each child also has their own set of abilities, interests, skill level, and needs to move along at their own pace with appropriate support ([scaffolding](#)) from the adults around them.

When surveying kindergarten teachers about their expectations for entering kindergartners, they most often focus on the children’s social skills. Can they sit for a short period of time at a circle? Can they dress themselves? Can they ask for help when necessary? Are they curious? Are they excited about learning? Can they play/work with others? Do they like books of all types: fiction, non-fiction, alphabet, number, or rhymes? Do they recognize some letters – particularly the ones in their names? Are they able to help solve problems? All these things we do naturally in our preschool programs.

Our job is not to teach children to read, but rather to generate a love of learning and of books; to expose them to nature; and to nurture their physical, cognitive, and social/emotional skills. We do this by acting as good role models and showing our enthusiasm for learning. We also do this

by providing appropriate, positive guidance, and by helping children learn to deal with conflict. Through the special relationship we develop with each child, we help them and their families get ready for kindergarten. We send them on their way with a solid foundation.

If you have any questions or would like more resources and information about preparing for kindergarten, please feel free to contact me: ellenm@rocklandchildcare.org



You can learn more about scaffolding here: <https://www.naeyc.org/resources/pubs/yc/may2017/rocking-and-rolling-empowering-infants-and-toddlers>



Recognizing National Observances

How do you recognize national observances? There are so many, it's hard to keep up! CCRR recognizes select special observances by displaying books on the subjects in our office. To further bring awareness and to join in national conversations, we also share content on our social media platforms. In April, we recognized National Autism Awareness Month. Please share your photos and let us know about your social media posts with Lisa Kreisel: lisak@rocklandchildcare.org

IT'S MORE THAN JUST FUN! *Child Development and Play Are Related*

By Bonnie Parsekian, Quality Enhancement Specialist

PLAY IS THE WORK OF THE CHILD.—Maria Montessori

Every species of mammal practices play: running, climbing, jumping, pushing, pulling, pouncing. These are skills necessary to develop survival skills. Human children must add another survival skill: imaginative play. They must practice to be someone else, in another place, making up a character, plot, and dialogue for the story they invent. (Once I overheard three girls in my pre-k dramatic play area saying: "Let's pretend we're teenagers, and we're in Paris, and our parents aren't there, and we need to find something to eat.") What is the work children are doing when they play this way? They are inventing abstract thinking. They are inventing and reinventing themselves as thinking people. They are confirming in themselves: "I am someone with ideas. I am someone who turns ideas into action and actions into new ideas." Imaginary play, as it turns out, helps children develop some necessary survival skills.

For children under five, play is the foundation for creativity, constructive problem solving, self-regulation, and learning as a whole. Fred Rogers said: "Play is often talked about as if it were a relief from serious learning, but for children play *is* serious learning." It has been clearly proven by



child development researchers that young children learn best through play. They are concrete learners and learn by using all of their senses. Young children must experience their world in order to make sense of it. Play gives them *hands-on* activities for learning about life.

Very young children, two and under, basically have a parallel style of play. They play *beside* another child

rather than *with* one another. By age three, children not only enjoy playing by themselves, they can also be observed in cooperative play. Children will either play in small groups or the whole class may work on a project. This play may be either child initiated or teacher directed. There are many benefits to playing together. Children learn to respect the ideas of others. Social skills and social competence, the underlying goals of early childhood education, are greatly enhanced through play. Problem solving is an additional benefit of cooperative play.

A CHILD'S PLAY IS HIS *WORK*, AND THE *TOYS* ARE HIS WORDS. - Dr. Gary Landreth, noted play therapist

A [recent study](#) at the University of Colorado* showed an even stronger reason for free play: children who experienced more undirected free play showed signs of stronger executive function, a strong predictor of success in school. The more time children spend in less-structured activities, the better their self-directed executive functioning.

Children practice and reinforce their learning in multiple areas during play, giving them a place and a time for learning that cannot be achieved through completing a worksheet. For example, while playing restaurant, children might write and draw menus, set prices, take orders, make out checks, and help customers. Play provides rich learning opportunities and leads to children's success and self-esteem.

A study at Massachusetts Institute of Technology illustrates free play's learning potential. Researchers had preschoolers try out an interactive toy that could squeak, play music, light up, and more. They showed one group how to make the toy squeak, but gave no instruction to the other group. In the end, the undirected group had figured out everything the toy could do by simply experimenting. The directed group could only make the toy squeak. This suggests that children are often better off experimenting and discovering on their own, rather than shown and told.

Never underestimate the value and power of play.

*<https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00593/full>

Nurse's Notes: Sodium Reduction and Sodium Myths

By Kristin G. Saunders, RN, BSN

THE ROCKLAND COUNTY DEPARTMENT OF HEALTH has partnered with Child Care Resources of Rockland on a *Sodium Reduction in the Communities Program*. This five year grant is targeting nine child care centers to help to reduce the sodium consumption in the children's diets:

- Haverstraw Head Starts (2 sites)
- Kidsnett Child Care Program
- Jawonio Early Childhood Education Center
- Nyack Head Starts (2 sites)
- The Jan and Niles Davies Learning Center
- Rockland Worksite Day Care
- West Street Child Care Learning Center

Throughout this project, training has been provided to center staff and to parents in order to help increase their knowledge of sodium consumption. Participants were shown how to read food labels and alternative ways to combat high sodium consumption. The following sodium myths came up often during the trainings given by Teresa Ortega, CACFP Coordinator and Kristin G. Saunders, RN, BSN, Child Health Care Consultant.

Myth: If sodium is bad then I'll just not include it in my diet.

Fact: Sodium is an essential electrolyte that helps to maintain the balance of water in and around your cells. It is necessary for nerve conduction and muscle contraction. According to the American Heart Association, adults should consume less than 2,300mg of sodium per day. The Institute for Medicine suggests that children aged 1-3 years old should consume 1,000 mg per day and children aged 4-8 should consume 1,200 mg per day. Our bodies actually require a minimum of 300mg of sodium per day in order to function. However, American adults consume on average more than 3,400 mg per day, and American children consume more than 3,300 mg per day before table salt is added to their meals!

Myth: I do not add table salt to my foods so I do not need to worry about my sodium consumption.

Fact: About 75% of Americans consume sodium through processed foods. This is why it is very important to pay attention to all food labels. Many of the foods we eat have naturally

occurring salt such as a hard-boiled egg (80 mg), 1 cup of boiled spinach (126 mg), and 1 cup of raw carrots (76 mg). Although these sodium levels are low, it is important to understand that there are already sodium levels in these foods; adding additional salt during the cooking process and then at the table will add up to high sodium levels. Sodium is also found in cheeses, breads, meats, cured foods, canned foods, frozen foods, prepared foods from restaurants, and take-out.

Sodium is not only found in foods! It is found in medications both prescribed and over the counter, in rather high levels. It is important to read these labels and pharmacy/drug inserts in addition to reading food labels.

Myth: I'll use sea salt and kosher salt because they are healthier for you.

Fact: The American Heart Association (n.d.) states that: Kosher salt and some sea salts may have larger crystal sizes than table salt, so they may have less sodium by volume (e.g., by teaspoon or tablespoon). A teaspoon of table salt has about 2,300 mg of sodium, but a teaspoon of sea salt or kosher salt may have less sodium simply because fewer crystals fit on the spoon.

Some varieties of sea salt claim to have less sodium than table salt. You can check the Nutrition Facts label to compare how a given sea salt compares to table salt, which has about 575 mg sodium per quarter teaspoon.

Myth: My blood pressure is fine so I do not need to worry about my sodium consumption.

Fact: Even though you may not have high blood pressure now, you still need to pay attention to your sodium consumption because as you age, this may change. If you reduce your sodium intake now, it will also reduce your risk for developing other medical conditions later on such kidney disease, heart attack, stroke, osteoporosis, stomach cancer, and kidney stones.

Questions? Please feel free to contact me: Kristin G. Saunders: kristins@rocklandchildcare.org; 845-425-0009, x493

Farewell Gerd Schubert

By Vicki Caramante, Executive Director

CCRR is well known for all it does with children and families, in support of child care programs and their staffs, and as advocates for smart, effective policy. Much of that could not happen without funding or people. That's where our Director of Finance and Human Resources Services comes in. For over 13 years, Gerd Schubert has been the steward of our finances and manager of our employee benefits. As of June 30, 2019, Gerd is retiring.



Those who have worked with Gerd over the years have always remarked on his ability to take what can be complicated financial accounting, especially for those without much financial knowledge, and explain them in generalized, simpler terms. At the same time, Gerd has always been open to advice from board members, financial experts, and others – the sign of a true believer in what he does for a living.

As a staff, we will miss Gerd's sense of humor most. Always ready with a joke, or a funny story, Gerd can lighten a moment or brighten a day. We'll also miss Gerd's enthusiasm for all he enjoys and loves in his life, especially his grandchildren. We'll miss his love of travelling, of cars (particularly VW buses), of dancing, and of ice cream. Mostly, we'll miss him and wish him the very best in retirement. Bon Voyage, Gerd!

How Will You Grow Professionally This Spring?

Watch for our line-up of interesting seminars; CPR, First Aid, and Health & Safety courses; and much more in the July-December Professional Development Calendar!

COMING SOON!



845-425-0009 | info@rocklandchildcare.org



BOARD SPOTLIGHT



CHRIS JENSEN

Chris strongly believes in individuals giving back to the county and to the organizations that have served them. In addition to Child Care Resources of Rockland, Chris serves on a number of other not-for-profit boards in Rockland. Having worked for Rockland County for over 30 years, Chris is presently the Program Coordinator for the Rockland County Office of Fire and Emergency Services. Whenever possible, Chris likes to begin his day with a gym workout! He is also an avid cyclist.

Chris first learned about CCRR when he and his wife needed help finding a quality child care program for their children. It was important to them to find a program that would support the strong practices they tried to instill at home. Chris has served in many capacities since joining CCRR's Board, completing a term as president in 2018. Chris is committed to increasing awareness of the importance of quality child care, and grateful to be able to support the work of CCRR. "Our children are our most valuable resource; they are our future."

CONGRATULATIONS to the 11 Early Childhood Professionals who completed the CDA Training with Rachel Ambroziak at Child Care Resources of Rockland in April and will be receiving the CDA Credential™



Top L to R: Megan Adams, Ruthahn Lewis, Rosetta Smart-Parker, Tamera Alexandre, Ebony Dorvil, RahNiyah Scott, Melina Salvador
Bottom L to R: Carol Corker, Charmaine Edmundson, Sharonica Brown, Brandie Young

Question and Answer—Supervision

Elaine Trotta, Director of Program Standards and Support Services

Q

My licenser is visiting my child care program more than she used to visit. Is this a requirement?

A

There have been a lot of studies over the years that tell us that those child care programs which are visited more frequently have fewer violations and avert situations that could potentially end in disaster. Of course, all child care providers want to avoid any situation where a child could be injured or even go missing while under their supervision. Having a professional regulator with a trained set of eyes look at your program and give you constructive feedback on a regular basis helps to decrease the chances of anything unforeseen happening. The New York State Office of Children and Family Services (OCFS) requires all licensed programs to be visited at least four times a year and highly recommends that registrars do the same with all Family Child Care and After School Programs. Child Care Resources of Rockland fully agrees with this philosophy as a practice that helps to raise the quality of child care.



SAVE THE DATE: SATURDAY, NOVEMBER 2, 2019



The Early Years are Learning Years

A Professional Development Opportunity for Early
Childhood and School Age Care Educators



Child Care Resources of Rockland, Inc.

info@rocklandchildcare.org | childcarerockland.org | 845.425.0009

Employee Spotlight:

Jennifer Spampinato, Infant Toddler Quality Enhancement Specialist

WHAT DO YOU DO AT CCRR? I am the newly hired Infant Toddler Quality Enhancement Specialist. I will be working closely with family child care providers, child care centers, early head start organizations, and families to provide Intensive Technical Assistance and Coaching. My goal is to support the healthy development of infants and toddlers and those who care for them by creating and sustaining high quality settings.

TELL US ABOUT YOURSELF I grew up in Rockland County and moved to Orange County, NY, two years ago. I live with my long-time boyfriend and our two amazing pets: our cat Jackie and a bird named Zeus. I have background in early childhood / childhood education. Prior to this I worked in variety of classrooms with children ranging in age from infants to sixth grade.



DO YOU HAVE A FAVORITE HOBBY? I love to cook, especially for my friends and family. Growing up watching my father cook sparked a passion within me. Making a home-cooked meal is always a great way to bring friends and family together.

WHAT DID YOU WANT TO BE WHEN YOU GREW UP? As a child I always wanted to be an artist. My college career started with an Associate's Degree in Fine Arts. I have always found art to be relaxing and calming.

DO YOU HAVE A PHILOSOPHY BY WHICH YOU LIVE? I believe in leading by example; putting my best effort in all that I do; and treating people with kindness and respect.

CONGRATULATIONS TO OUR RAFFLE WINNER HEATHER MITCHELL

Heather won 4 Central Park West
Uptown Grandstand Tickets to the
Macy's Thanksgiving Day

Macy's
THANKSGIVING
ESTD 1924
DAY
PARADE

Remembering Harriet Waldman

In the early '80s, Harriet Waldman started working at the Robert L. Yeager Center for the Rockland County Department of Social Services. She then joined the Rockland County Employment Unit before working in the Women, Infant, and Children's Department (WIC). It was during the years that followed, when she was working for the Child Care Unit, that Child Care Resources of Rockland formed a wonderful relationship with Harriet. During her many years with the Child Care Unit, Harriet worked tirelessly on behalf of children, parents, and child care providers. CCRR has always shared Harriet's vision, enthusiasm, and commitment to the healthy development of all children. Her dedication was admired and appreciated by children, parents and child care providers alike.

Harriet passed away on February 26, 2019. We remember her fondly.



IN COOPERATION WITH THE RESOURCE AND REFERRAL AGENCIES IN SIX OTHER COUNTIES in the Lower Hudson Valley region, Child Care Resources of Rockland is managing the implementation of the Pyramid Model to promote the success of children by creating environments where every child feels acknowledged, welcomed, and loved. We are very excited to be coordinating this very worthwhile program.



The Pyramid Model strategies are based on evidence-based best practices in early childhood. More than just strong teaching and learning practices, it is also focused on building positive relationships, developing supportive and nurturing environments, teaching social skills, empathy and emotional vocabulary, and providing individualized supports when needed.

Social and emotional well-being sets the foundation for the development of and learning by infants, toddlers, and young children. The Pyramid Model gives teachers, administrators, and family members the tools to better support social and emotional readiness to benefit all children.

To learn more, please give us a call or send us an email. 845-425-0009, x0, info@rocklandchildcare.org

One Caring Adult Can Make All the Difference from *Child Care Exchange*

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"New research sheds light on the effects that childhood experiences—both good and bad—have on the developing brain. But are schools keeping up?" So begins an article [*Bringing the Science of Learning into the Classrooms*](#), written by Heather Riley and Youki Terada. [Edutopia.org](#).

The authors quote Pamela Cantor, MD, who is "part of a cross-disciplinary team of experts studying the science of learning and development." *The 20th-century education system was never designed with the knowledge of the developing brain...So when we think about the fact that learning is a brain function and we have an education system that didn't have access to this critical knowledge, the question becomes: Do we have the will to create an education system that's informed by it?*

Contrary to the long-held belief that brain maturation is largely complete by the age of six, we now know that our brains are malleable and continue to change dramatically well into our 20s. This has profound implications for learning throughout the school-age years. Because our neural tissues change in response to our environment, our experiences, and our relationships, a young child who faces persistent adversity at home, for example, will frequently retreat into 'fight or flight' mode to protect themselves from violence or abuse. Over time, the brain's circuitry rewires, favoring aggressive or anxious tendencies at the cost of cognition, reasoning, and memory. These children are also more likely to be placed in special education programs, be held back a grade, and have behavioral issues at school.

The good news is that while toxic stress and abusive relationships can inhibit learning, positive and supportive learning environments can stem the tide. A trusting relationship with an adult—a teacher or guidance counselor for example—can be a protective buffer against the negative effects of stress.

And because the brain is malleable and continually developing well into adulthood, a student can still meet his or her full potential, despite initial—or even ongoing—negative experiences. According to a 2015 Harvard report, having at least one adult in a child's life who provides a stable, caring, and supportive relationship is one of the strongest ways to build resilience and help stack the scale against adversity."

Source: <https://www.childcareexchange.com/eed/issue/4861/>

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Comings and Goings

OFFICE CLOSINGS

Thurs., July 4: Independence Day

Wed., July 17: Cleaning Day

Fri., August 2, Agency Picnic

SAVE THE DATE

Fri., June 7: Annual Meeting

Wed., Sept. 25: Jane Brown Tuition Scholarship Fundraiser

SAVE THE DATE



Our Annual Meeting

AN IMPORTANT DISCUSSION ABOUT OUR CHILDREN

You're invited!

Friday, June 7, 2019 | 8:30-10:30 am
Rockland Community College
Ellipse Room, Technology Center

Please join business leaders, educators,
and our county elected officials
in an important, thought-provoking
discussion about the needs of children,
families, and educators in our community.

RSVP by May 31: info@rocklandchildcare.org
845-425-0009, x0

Staff Directory

Executive Director

Vicki Caramante x417

Director of Family, Community, and Operations Services

Karen Ross x630

Resource and Referral Coordinator

Christina Espindola x610

Marketing and Public Relations Coordinator

Lisa Kreisel x616

PreK Coordinator

Jenine Valentino x460

Director of Professional Development and Quality Enhancement Services

Debbie Silver x459

CDA Coordinator and Special Needs Coordinator

Ellen Mitchell x456

Infant Toddler Quality Enhancement Specialist

Jennifer Spampinato x419

Quality Enhancement Specialists

Rachel Ambroziak x620

David Del Campo x451

Ellen Mitchell x456

Bonnie Parsekian x613

Maria Rivas x455

Director of Program Standards and Support Services

Elaine Trotta x421

Legally Exempt Enrollment Coordinator

Ines Ortiz x411

Program Standards and Support Services Coordinator

Priscilla Blanco x458

CACFP Coordinator

Teresa Ortega x633

Standards and Support Specialists, and Registrars

James Callahan x221

Haiana Doro x487

Edna Saravia x475

Registered Nurse

Kristin Saunders x493

Director of Finance and Human Resource Services

Gerd Schubert x615

Finance Coordinator

Kathleen Siuro x662

Contact us:

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Spring Valley, NY 10977

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Hours: M-F 8:30 am—5:00 pm

info@rocklandchildcare.org
www.childcarerockland.org

INFANTS • TODDLERS • PRESCHOOLERS • SCHOOL AGERS

Fun & Educational Activities

Child Care Resources of Rockland, Inc.

Supplement to Rockland Child Care News
January-April 2019

Infants Sound and Movement



From birth through one year, infants move their eyes in the direction of sounds and recognize their caregiver's voice. Games like peek-a-boo and pat-a-cake are productive activities to do with an infant. One can move around the room, describing out loud what s/he is doing, imitating baby's sounds and waiting for a response. Infants find this a very rewarding experience.

You can rock, sway, and swing a baby gently to help the baby develop a sense of movement and balance. Talk to your infant and echo their babble. The infant may not be able to understand you, but will learn words for the foundation of speech later on.

Activity: Music and Movement

Five Little Babies

One little baby rocking in a tree (pretend to rock baby)
Two little babies splashing in the sea (make splash sound with hands)
Three little babies crawling
On the floor (make 3 fingers crawl on arm)
Four little babies banging on the door (clap hands)
Five little babies playing hide and seek (cover eyes)
Keep your eyes closed tight
Till I say PEEK!

<https://kcls.org/content/five-little-babies/>

Toddlers Pretend Play



Toddlers need lots of one-on-one time with adults and are beginning to recognize their peers as separate and unique. They are also discovering their own individuality by interacting with a variety of materials. By creating an environment that includes stimulating and repetitive activities promotes pretend play.

Activity: Explore and Pretend

Materials: Scarves, empty paper towel rolls, homemade instruments (beads inside a toilet paper or paper towel roll sealed with foil).

What to do: Put items out for your child to explore and play along and extend child's interest by adding more items.

Looking for Child Care?

For information about child care, child care subsidy, or special needs services, contact CCRR at (845) 425-0009 x0 and ask to speak with the Resource and Referral Coordinator.

Newsletter Subscription

Subscribe to Rockland Child Care News via email, and enjoy our children's activities insert, too!

Receive information about our events, parent and grandparent seminars, advocacy and action updates, professional development opportunities, and more.

Sign Up Today

Send an email request to info@rocklandchildcare.org

Contact us:

Child Care Resources of Rockland, Inc. (CCRR)
235 N. Main Street, Suite 11
Spring Valley, NY 10977

845-425-0009 | 877-425-0009
Fax: 845-425-5312

Hours: M-F 8:30 am—5:00 pm



DEDICATED TO MAKING CHILD CARE
WORK IN ROCKLAND COUNTY

info@rocklandchildcare.org
www.childcarerockland.org

INFANTS • TODDLERS • PRESCHOOLERS • SCHOOL AGERS

Fun & Educational Activities

Preschoolers

Promoting Language Development

Preschoolers develop in specific ways, but at their own pace. Some skills may still be developing their younger preschool skills or already be developing their kindergarten skills. Regardless of their skill level, pretend play and language development is the same underlying ability to represent things symbolically.

Here is an activity to encourage imagination and promote language development.

Activity: This is My Story

<https://www.naeyc.org/our-work/families/eight-tips-creating-homemade-books>

Materials: Paper, paper punch, safety scissors, pencil, marker, crayons, yarn, pipe cleaners, stapes, glue

What to do: Ask the preschooler to print his/her name on the cover of their story and say, "Tell me your story" as you write down the words. Encourage the preschooler to draw a picture next to the words to illustrate the story. The story can be as short or long as the child is interested. Putting the book together will probably be the most exciting part of this activity.



School Agers

Independence

Children in the school age period are more independent and begin to think in logical steps. This means seeing the how-to and the consequences of things. Create a sand sculpture: give your school age child the ingredients and guide him/her through the process of reading the directions and following the steps.



Activity: Sand Dough Sculptures

Materials: 2 cups flour, $\frac{3}{4}$ cups of water, 2 $\frac{1}{2}$ to 3 cups of sand, 1 tablespoon of white glue, a measuring cup, mixing container, and acrylic paint or poster paint.

What to do:

1. Measure out **2 cups all-purpose flour** and $\frac{3}{4}$ **cup water** in a large bowl.
2. Mix and knead to a somewhat soft dough.
3. Add 2 cups sand: Fold the sand into the dough—the dough will slowly take in the sand as you continue to fold and knead.
4. Add about **1 tablespoon white glue**. The glue will add extra cohesiveness to your dough and allow for more sand to be added.
5. Add more sand as needed: Measure out another cup of sand. Add it bit by bit, kneading in the additional sand into the dough. You don't need to put in all the sand, stop when you reach desired consistency. In case you've added too much sand and the dough becomes dry, adjust by adding a bit of water.
6. Add color and knead. Dough color will be determined by the sand's natural color. Further color dough by adding a bit of acrylic, tempera, or poster paint.
7. Create your sculpture!

<https://www.firstpalette.com/craft-recipe/sand-dough.html>

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