



## PEAK HILL PRESCHOOL KINDERGARTEN INC.

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### Hi families and friends of PHPS,

Welcome to our new and returning families. We are looking forward to another busy and fantastic year at PHPS!

### OWNA App

It has been great seeing everyone using the OWNA app and signing in and out using your individual PIN. A reminder each parent/carer and authorised person have their own personal PIN. If you do not know yours, or one of your authorised persons needs a PIN, please let me know as these inform us who has dropped off or picked up your child for our records. A big THANK YOU to those families who have downloaded the OWNA app and who have been engaging with our posts, forms and reports. If you haven't downloaded the app or can't find the email with your username and the link to download the app, please let us know so we can resend it to you. Also, if you need help with anything regarding the OWNA app please let us know so that we can help. Daily posts, incident reports, forms, excursion notes etc. are all posted on the app. There is a Parent Cheat sheet available on the OWNA app. (From the Home screen, click on top left corner and then click on Centre then under Documents and Policies, look for Parent Cheat sheet). I have included some tips/instructions in this newsletter to use the most common features of the app used at the preschool.

### AGM – 18th March

A reminder that the Annual General Meeting of the preschool is next Tuesday 18th March at 6pm at the preschool. All preschool families complete a membership form on enrolment to become association members, from these members a management committee is elected at the AGM. Without an elected committee, the preschool cannot legally operate. If you are interested in joining the committee, please contact the preschool prior to the meeting for more information. The annual membership fee of \$1 is now due and is required to be paid by the meeting. The committee generally meets twice a term at a time which is convenient for all. The management committee is what is known as the Approved Provider in the Education and Care Service National Law and Regulations and all early childhood services must have an Approved Provider to operate. These members must also be approved by the regulatory authority (NSW Department of Education) to be on the management committee.

### Fees 2025

Once again, this year Peak Hill Preschool is using the NSW Government Fee relief funding through the 2025 Start Strong for Community Preschools program to cover the full cost of fees to attend preschool for 2025 for up to 600 hours per year (15 hours per week). This is for those families who upon completing the Fee relief Declaration elected to receive the funding at Peak Hill Preschool. Term invoices will be sent through the OWNA app at the end of the term with a \$0 balance for your child's enrolled hours.

### Family goals

Thank you to those families who completed the Family Goals sheet on OWNA. This information has been used to set learning goals for your child for this term. If you didn't complete the form, goals have been set from observations and knowledge of your child by educators. (The form is no longer available on OWNA)

### Morning tea and Lunches

The preschool continues to provide morning tea each day for all children. Children choose a piece of fruit, a yoghurt pouch and rice crackers or rice cakes.

It has been great to see such wonderful lunch boxes with healthy lunches and snacks for the children. They have been talking about 'everyday' and 'sometimes' food during group time and playing some games, identifying and talking about different foods and food that are good for us. We recommend children have their main lunch item (a sandwich, wrap, or another lunch item) and then some fruit, yoghurt, homemade muffin, etc. Please no chocolates or lollies.

Please see attached the PHPS Healthy Lunch Boxes @ PHPS info sheet and some facts sheets from NSW Health. Please remember to pack a water bottle each day with cool, fresh water.

We will encourage children to eat the healthiest snack first as per our Nutrition and Food Safety Policy, which can be found on the OWNA app under Policies. We are unable to reheat food due to Food handling requirements.

### Story Time

Miss Jodi from the Peak Hill Library (a branch of Parkes Shire Libraries) continues to come to preschool for Story Time each Tuesday. The children sing songs, do activities and of course listen to a story or two read by Miss Jodi.

## ON *this* MONTH

@PEAK HILL PRESCHOOL

|                                   |                    |
|-----------------------------------|--------------------|
| First Day Term 1, 2025            | 11/02              |
| 4yo Health and Development Checks | 26/02              |
| Musica Arioso                     | 05/03, 25/03, 10/4 |
| AGM                               | 18/03              |
| Harmony Day @ PHPS                | 18 & 19/03         |
| Last Day Term 1                   | 11/04              |
| First Day Term 2                  | 29/04              |

### AROUND THE COUNTRY

|                      |       |
|----------------------|-------|
| World Read Aloud Day | 5/02  |
| Safer Internet Day   | 11/02 |

### **If your child is unwell**

At times children become unwell at home or at preschool. Families are advised to keep children at home if they are unwell. As a rule of thumb, if a child requires paracetamol (Panadol), they are not well enough to be attending preschool. If a child has been sick, they must be well for 24hrs before returning to the Service. For example, if a child is absent due to illness or is sent home due to illness, they will be unable to attend the next day as a minimum. If a child has had vomiting or diarrhoea, they must not attend preschool until 24 hours after the last loose bowel motion. For the safety and wellbeing of all the children who attend preschool and the educators, we ask that families adhere to these measures.

If a child becomes unwell at preschool, parents/carers will be contacted (or emergency contact if parents/carers are unavailable) to collect the child from preschool. If your child becomes unwell or has an accident at preschool, an Incident/ Injury/Illness report will be completed on the OWNA app for parents to acknowledge and sign.

Please let the preschool know if your child becomes ill with one of the following as we are required to notify the NSW Health Public Health Unit:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus
- An outbreak of 2 or more people with gastrointestinal illness.

If your child has or is diagnosed with asthma or is at risk of anaphylaxis due to an allergy, we require a medical action plan signed by your doctor. This is for the well-being and safety of your child while at preschool, and so that staff know what to do in an emergency. The preschool asks that families do not send in foods containing peanuts or whole eggs. (Processed foods that contain eggs are fine).

### **Spare Clothes**

Please remember to have a set of spare clothes in your child's bag as sometimes they have toileting accidents, or they get wet or dirty playing and want to get changed. We have no spare clothes at the preschool at the moment as these have gone home at various times and not returned. If you have any spare clothes at home or clothes (pants, shorts and/or shirts) that no longer fit your child and you would like to donate, it would be greatly appreciated.

### **Emergency Drills**

Last week children, educators, admin and any visitors participated in Emergency Evacuation and Lockdown drills. These drills are an important exercise to make sure we are prepared in case of a real emergency..

They help keep us safe and enable us to implement processes, analyse their performance and improve our practices. During this drill the children follow educators to the emergency assembly area and answer "here" when their name is called from the roll to make sure everyone in the service is present. Children are always explained the reason for the drills and often come up with their own scenarios where we might need to use the emergency procedures. Reg 97 (3)(a) requires that emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal. The drills also provide an opportunity for parents and caregivers to discuss what to do in an emergency with your children. A fun link to NSW Fire and Rescue Brigade Kids is [www.brigadekids.com](http://www.brigadekids.com)

### **Musica Arioso**

This term we welcome Miss Gail from Musica Arioso to the preschool. Miss Gail was here last Wednesday 5 March, and she will be making 2 more visits this term – Tuesday 25 March and Thursday 10 April. All children will have a session with Miss Gail as she joins us on different days across the week.

Research shows that children love to move and dance to music and respond positively to repetitious songs. These silly songs provide endless enjoyment; and from an educational perspective, this repetition encourages language development and memorisation. In an age group where the child is finding their own voice, and learning to express themselves emotionally and physically, music is a highly beneficial part of that process.

### **Harmony Day**

Next week is Harmony Week 17 March to 23 March. Harmony Week is a celebration that recognises our diversity and brings together Australians from all different backgrounds. It's about inclusiveness, respect and a sense of belonging for everyone. On Tuesday 18 March and Wednesday 19 March, the children will have the opportunity to taste some food from different countries at morning tea. Throughout the week, we will also be talking about different countries, cultures, languages and some of their traditions. We hope the children will be able to share some of things they have learnt and talk about the food they have tried.

### **Health and Development Checks**

On Wednesday 26 February the 4 year old Health and Development checks as part of the NSW Government Brighter Beginnings program were held at the preschool by a Child and family nurse from NSW Health. Children's weight and height were checked, Lift the lip conducted to quickly look at the child's teeth, and fine and gross motor skills, and speech were screened in readiness for school next year. Letters were sent home with recommendations for further screening if required. We are waiting to hear from the team for a visit from a speech pathologist and occupational therapist as part of the program.

## SWAY

This year the preschool will once again be part of SWAY (Sounds, Words, Aboriginal Language and Yarning). This will be our 3rd year participating in the program. The SWAY program is an oral language and literacy program based on Aboriginal knowledge, culture and stories. There are 6 Units of Learning: Me and my body; My family, my home; My school, my community; My culture, my history; My Land, my Australia; and Our journey. SWAY engages all children at the preschool in developmentally appropriate play-based experiences that encourage creative thinking, problem solving, decision making and communication between teacher and child.

Targeted individual tele sessions are also a part of the program with some children having a weekly 15-20 minute session in pairs with a speech pathologist from Royal Far West. These children are in the year before school and are identified by educators to receive a little extra support with early literacy and language before starting school. On Thursday 27 February, Lizzie and Tom visited the preschool from Royal Far West as part of the SWAY team. Lizzie is the speech pathologist who will work with the children in Terms 2, 3, and 4 via tele sessions each week. Lizzie met the children and their families on the day and was able to get to know each child a little before the program starts next term. Consent forms have been sent home to children who will participate in the targeted sessions with Lizzie.

## Speech program

With some additional funding made available to us, we are hoping to have some small group speech sessions at preschool. We recognise that some children need a little support and the difficulty in accessing a speech pathologist, whether it be publicly or privately, the cost and the lengthy waitlists. We have been in contact with speech pathologist Karen Trengove from Learn2Communicate who is willing to assist us in putting together a program for children in small groups with similar speech sound errors and strategies to support these. We have identified some children requiring support with their speech sounds and will be screening these children. We will then ask for your consent to send the results to Karen for her to be able to identify the errors and group the children accordingly. Karen will provide us with a program for each group with activities to support the children's speech and will provide some information for families as well. Although this is not therapy, it is one way we hope to support children and their families in accessing some support.

**The last day of Term 1 is Friday 11 April. The first day of Term 2 is Tuesday 29th April.**

If you have any questions or concerns, please don't hesitate to ask one of our educators or myself.

Cheers,  
Narelle Elias  
Director



## Sock Wrestling

Short simple activities to get some active minutes in the day.

Try sock wrestling for a fun and physical challenge either indoors or outdoors. Trying to remove one another's sock isn't as easy as it sounds – it can be energetic and at times hilarious.

Mark out the wrestling area using soft items. Explain to your child that play is to be kept within the ring to keep everyone safe. You also need to agree how to stop the wrestling match at any time, e.g. by using a clear command word such as 'stop'. Explain the rules to your child – that the object of the game is to remove the other person's socks. Wrestlers must try to stay on their knees and not stand up at any time. The winner is the first person to get the other person's socks off. Sit opposite each other and put on your socks. Once ready, say: 'On your marks, get set, go!'

Source: [www.grapevine.org.nz/articles/teacher-talk-sock-wrestling](http://www.grapevine.org.nz/articles/teacher-talk-sock-wrestling)



## THE INSPIRED TREEHOUSE

[theinspiredtreehouse.com](http://theinspiredtreehouse.com)

*The Inspired Treehouse is led by paediatric occupational and physical therapists who are passionate about sharing information, tips, and strategies to help readers conquer the common developmental roadblocks that come up for kids.*

*They believe that the more parents, teachers, and caregivers know about child development and wellness, the better off kids are! Follow their website or Facebook for easy-to-implement activities that are designed to promote all kinds of developmental skills for kids.*

## OH SO BUSY MUM

[ohsobusymum.com.au/](http://ohsobusymum.com.au/)

*Oh so busy mum is full of tasty recipes, family travel tips and mum topics. Cheree Lawrence (AKA Oh So Busy Mum) has been blogging since 2014 and her following continues to grow.*

*Here you will find a huge selection of lunch box inspiration as well as easy and fun ideas to get your child eating healthily. From budget tips to life as a mum of 4!*

## Never leave a child unattended.

Be aware of the critical risks when it comes to transporting children, especially in hot weather where temperatures can rise to dangerous levels. The simple action of 'Look Before You Lock' can save lives and should be part of your transport routine.





## Have you downloaded the OWNNA app yet?

Please check the app each day that your child comes to preschool, or at least once a week.

We use the app to post daily photos of what the children do each day, send out your child's learning goals for each term, their progress and observations, incident reports which are signed on the app, newsletters, consent forms for excursions etc.

### SOME TIPS:

#### VIEW CHILD'S POSTS

1. Go to the Family Menu (top right icon)
2. Select the Child
3. Use the 3-ellipsis icon (right corner) to open the Child Menu
4. Select View All Posts

#### SIGNING INCIDENT REPORT

1. Go to the Family Menu (top right icon)
2. Select the Child
3. Use the 3-ellipsis icon (right corner) to open the Child Menu
4. Select View Incident Report to sign

#### VIEWING YOUR CHILD'S DAILY INFORMATION EG SLEEP TIMES, NAPPY CHANGES (Up to 21 days available)

1. Go to the Family Menu (top right icon)
2. Select the Child
3. Use the left & right arrows to change the day you are viewing

#### MARK CHILD AS NOT ATTENDING

Please let us know if your child will be away by:

1. Click on the + icon at bottom of screen
2. Select Mark Child Not Attending
3. Select the Child
4. Select the Room
5. Select the Date(s)
6. Add a comment (optional)
7. Sign on the screen
8. Press Submit (top right corner)

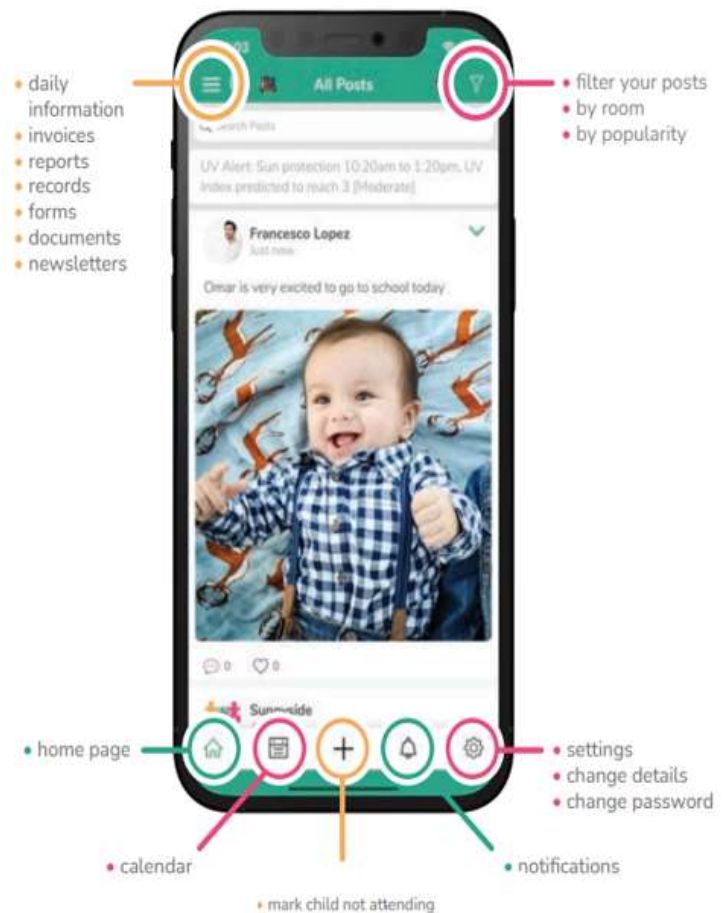
#### UPDATE PIN

1. Log in to the App with your username and password
2. Go to the Settings menu (cog/gear icon in the bottom right corner)
3. Select Reset PIN
4. Enter a new PIN code in both fields - it must be at least 6 digits!
5. Press Submit

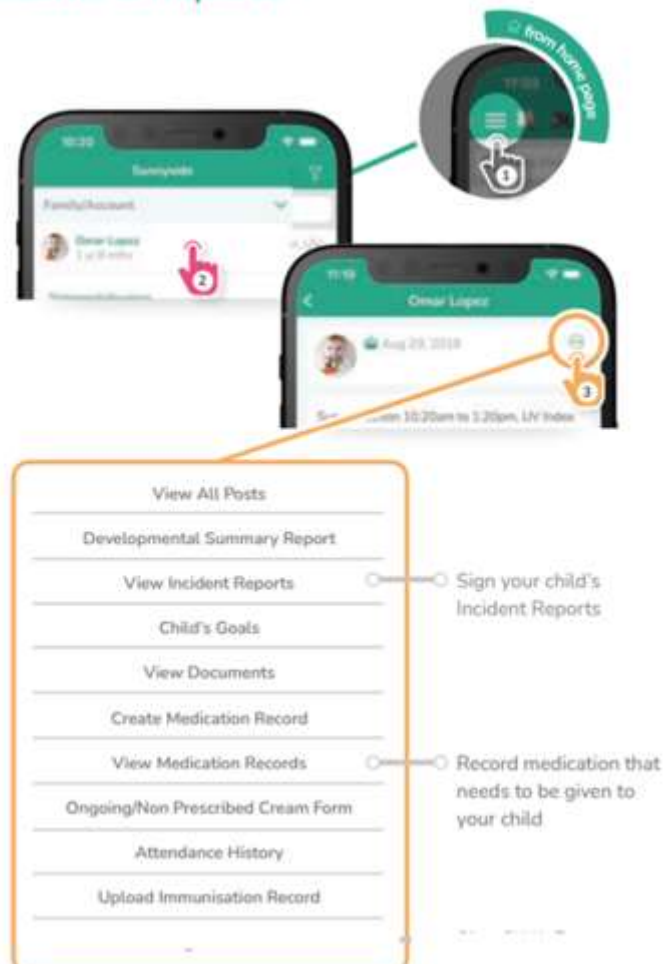
You can also log in via the website using your username and password although the layout is different to the app. The website is [www.portal.ownna.com.au](http://www.portal.ownna.com.au)

## Home Page

Once you have logged in you will automatically be on the home page.



## Records & Reports



# HEALTH & SAFETY: Button Battery Safety

They may be small, but if a child swallows a button battery; even a used one, it can burn through soft tissue in just two hours causing horrendous internal injuries and even cause death. Car remotes, calculators, thermometers, musical greeting cards, flashing novelty goods and kitchen scales – button batteries are everywhere in a variety of objects in and around the home. In Australia an estimated 20 children a week present to a hospital emergency department suspected of having ingested or inserted a button battery and children aged 0-5 years are particularly vulnerable. Roughly one child a month sustains a severe injury requiring a procedure to remove the battery or repair damage.

## WHO IS MOST AT RISK FROM BUTTON BATTERIES?

Young children (0-5 years) are particularly vulnerable to choking on or ingesting a button battery because of the relative small size of their oesophagus and because they are curious and are most likely to put objects in their mouths in their ears and up their noses. Button batteries are small, can give a slight buzz on the tongue and look appealing to small children – like a lolly – so they are tempting to a child.

## HOW TO AVOID THE RISK OF BUTTON BATTERIES

Many of the products that contain button batteries are not classified as toys and therefore don't have to meet the same safety standards that toys do. Follow these simple steps to be button battery aware:

**Identify** all items in your home that contain button batteries.

Examples include children's toys, remote controls, watches, cameras, bathroom scales and flashing novelties.

**Secure** the battery compartment. Make sure the battery compartment can only be opened with a screwdriver or by applying two distinct and separate movements. Use gaffer tape to secure remote controls.

**Elevate** button batteries and items containing button batteries out of reach of children in a locked cupboard or container.

**Eliminate** button battery items from your home by buying alternate products that use regular batteries or a different power source. Safely dispose of any items you no longer need. Dispose of used button batteries immediately by wrapping in sticky tape and If you do need to buy a button battery buy Energiser – child seal: Colour alert.

These batteries are sealed well, taste bitter and turn a mouth blue when contact is made with saliva.

## SYMPTOMS OF SWALLOWING A BUTTON BATTERY?

A range of symptoms are associated with ingestion of a button battery: taking to a recycling centre.

Gagging or choking, drooling, chest pain (this may present as grunting), coughing or noisy breathing, unexplained vomiting or food refusal, bleeding from the gut – black or red vomit or bowel motions, nose bleeds – sometimes this can be blood vomited through the nose, grunting, unexplained fever, abdominal pain general discomfort, spitting blood or blood-stained saliva or no symptoms at all.

These symptoms are often associated with other conditions so it is important to consider them in light of the likelihood that your child has had access to button batteries or equipment that may contain button batteries.

## IF YOU SUSPECT YOUR CHILD HAS INGESTED A BUTTON BATTERY

If your child is having any difficulty breathing, call **000** immediately. Contact the Poisons Information Centre on **13 11 26** and you will be directed to the nearest hospital or emergency service that can manage the injury. Prompt action is critical. Do not wait for symptoms to develop. Do not let the child eat or drink until an X-ray is taken. Do not induce vomiting.



More information available via the QR code.

Source: Kidsafe (2025) **Button Batteries**  
Retrieved from <https://kidsafe.com.au/button-batteries/>

## KEEP YOUR SOIL HAPPY

The benefits of composting are endless. You can improve the structure, water retention and drainage of the soil in your garden, as well as increasing the retention of nutrients, resulting in happy and healthy plants. The best bit? Once you're all set up, your compost system will mostly look after itself.

*Learning how to compost isn't difficult, Costsa Georgiadis has a very simple video explaining the steps to take to start composting at home. Find the video here <https://youtu.be/Uw5JVZSzMUA>*

FIND OUT MORE ABOUT COMPOSTING HERE



## THE HUMBLE NURSERY RHYME

**Nursery rhymes are important for young children because they help develop an ear for our language. Both rhyme and rhythm help kids hear the sounds and syllables in words, which helps kids learn to read!**

Nursery rhyme experiences, awareness, and knowledge were found to be positively related to accomplishment in early phonological and print-related skills. So, practise them in the car, on a walk or before bed. Sing them high, sing them low, say them using funny voices. It's fun to rhyme, and so good for your little one's early literacy skills.



# FOCUS: Co-Regulate or Co-Dysregulate

All children can behave in ways that are ... not very adorable. Big behaviour can be exhausting and maddening for even the calmest of parents. There's a good reason for this. Children create their distress in their important adults as a way to share the emotional load when that load gets too heavy. This is how it's meant to be. In the same way that children weren't meant to carry big physical loads on their own, they also weren't meant to carry big emotional loads. Big feelings and big behaviour are a call to us for support to help them with that emotional load. When you are in front of a child with big feelings, whatever you are feeling is likely to be a reflection of what your child is feeling. If you are frustrated, angry, helpless, scared, it's likely that they are feeling that way too. Every response in you is relevant. Children communicate through behaviour, and behind all big behaviour there will always be a valid need. The need might be for safety, connection, sleep, food, power and influence, space to do their own thing. We all have these needs, but children are still developing the capacity to meet them in ways that aren't as disruptive for them or the people around them. This will take a while. The part of the brain that can calm big feelings, the prefrontal cortex, isn't fully developed until mid to late twenties. Of course, as they grow and develop, they will expand their capacity to calm their big feelings, but in the meantime, they will need lots of co-regulation experiences with us to help them develop strong neural foundations for this.

**But how do we help them?** The most powerful language for any nervous system is another nervous system. They will catch our distress (as we will catch theirs) but they will also catch our calm. It can be tempting to move them to independence on this too quickly and insist they self-regulate, but it just doesn't work this way. Children can only learn to self-regulate with lots (and lots and lots) of experience co-regulating. Regulation isn't something that can be taught. It's something that has to be experienced through co-regulation over and over. It's like so many things – driving a car, playing the piano – we can talk all we want about 'how' but it's not until we 'do' – over and over – that we get better at it. Emotional regulation works the same way. It's not until children have repeated experiences with an adult bringing them back to calm, that they develop the vital neural pathways to come back to calm on their own.

**How exactly do I co-regulate?** The first thing to remember is that as much as you might want to fix your young one's feelings, you don't need to. They're safe. They might be struggling, but they're safe. As maddening as those big feelings might be, they're doing an important job – recruiting support (you) to help that young, still-in-development nervous system find its way home. When their feelings are big, it's more about who you are or how you are than what you do. They don't want to be fixed. They want to be seen and heard. They're no different to us like that. Meet them where they are, without needing them to be different for a while. Feel what they feel with a strong, steady heart. They will feel you there with them. They will see it in you and feel it in you that you get them, that you can handle whatever they are feeling, and that you are there. This will help calm them more than anything. We feel safest when we are 'with'. Feel the feeling, breathe, and be with – and you don't need to do more than that. You might not be able to do this every time, and that's okay. Here's how that works. We will catch their distress, as we are meant to. This gives us the opportunity to hold that distress with them, until those feelings start to soften. This can be a great thing when we have the emotional resources to do this, but we are human, and sometimes their fight or flight will raise fight or flight in us. We might get angry or frustrated (sharing their 'fight') or turn away and distract (sharing their 'flight'). Sometimes you'll be able to

give them what they need, and sometimes you won't. Both are responses of loving, beautiful parents, but sometimes as parents we get stretched too far too.

Whenever you can, validate what they are feeling, but let your intentions be clear. This means steering away from neutral voices or neutral faces. It's hard to read the intentions behind a low-monotone, neutral voice or a neutral face. If your intention isn't clear, it can trigger a bigger sense of 'threat' in an already unhappy nervous system. Sometimes, we might think we're speaking calmly when we're actually speaking 'neutrally', or low, slow, and monotone. The point is our calm voice might not always be calming. Whenever you can, try to match the intensity of your child's feelings (through your voice tone, facial expressions, presence) while staying open, warm, and regulated. 'I can see how upset you are my darling. You really wanted [...] and you're so annoyed that it can't happen.'

**What if they want space, or less words?** If they get annoyed with too many words, just breathe and be with, 'I'm going to stay with you until you feel better.' You actually don't have to say anything at all if talking doesn't feel right. Just stay regulated and feel what they feel. They'll feel it in you that you get them. Similarly, if they want space, it's important to respect that, but stay in emotional proximity. 'Okay, I'm just going to stay over here until you feel better. I'll be right here for you.'

*But what if their big feelings are driving BIG behaviour? (Follow the link below to read this paragraph)*

**Your own state matters.** An important part of co-regulation is making sure we are guiding that nervous system with tender, gentle hands and a steady heart. This is where our own self-regulation becomes important. Our nervous systems speak to each other every moment of every day. When our children are distressed, we will start to feel that distress. It becomes a loop. We feel what they feel, they feel what we feel. Our capacity to self-regulate is the circuit breaker. This can be so tough, but it can happen in microbreaks. A few strong steady breaths can calm our own nervous system, which we can then use to calm theirs. Breathe and be with. It's that simple, but so tough to do some days. But we must be radically kind with ourselves too. It takes a steady heart to soothe the heart of another and being that steady heart can be tough some days. Parenting is hard, and days will be hard, and on many of those days we'll feel the rawness and realness of it all. We'll say things we shouldn't say and do things we shouldn't do. We're human. Let's not put pressure on our children to be perfect by pretending that we are. Instead, let's repair the ruptures as soon as we can, and bathe them abundantly in love and the warmth of us. It's not about perfection, it's about consistency, and honesty, and the way we respond to them the most.



Read the article via the QR code.

Source: Young, Karen. (2021). To Co-Regulate or Co-Dysregulate. What to do when their feelings or behaviour get big. Retrieved from [www.heysigmund.com](http://www.heysigmund.com)



## NATURE WALK

Going on a nature walk and deliberately noticing things **encourages children to observe with all their senses**. Children can learn to focus their attention and take in the details of things around them. It can be a peaceful, reflective experience for you and your children.

**All you need is somewhere to walk** – You can simply venture out your front door, walk around your local area, a local park or nature reserve. You could also plan a longer excursion and head to a beach or national park.

**Remove barriers** – A nature walk can happen in all weather, just be prepared! Always wear appropriate shoes for your environment. If it's sunny remember hats, sun smart clothing, sunscreen and bug spray. If it's raining bring raincoats and chuck a towel in the car just in case there is puddle splashing along the way.

**Don't over plan** – Don't rush. Try to let your children lead you where it is safe to do so. Watch them discover and show you things.

**Noticing nature walk** - Encourage your child to pay attention to the environment with all their senses. You can do this by asking questions as you go. For example:

- **Seeing questions:** what can you see? Look all around you, up at the sky and down at the ground.
- **Smelling questions:** what can you smell? Can you describe the smell? Leafy? Like mud?
- **Hearing questions:** what can you hear? Birds? The wind? Other people?
- **Feeling and touching questions:** what can you feel? Is the sun warm? Is the ground rough or smooth?

Raisingchildrennetwork.com (2022). *Noticing nature walk: activity for children 3-6 years* Retrieved from <https://raisingchildren.net.au/guides/activity-guides/sensory-activities/10-12-2022/noticing-nature-walk>

## BANANA CAKE



### INGREDIENTS

|                                    |                                 |
|------------------------------------|---------------------------------|
| 3 overripe <b>bananas, mashed.</b> | 2 <b>eggs</b>                   |
| 3/4 cup <b>olive oil</b>           | 1 cup Greek <b>yoghurt</b>      |
| 1/2 cup <b>brown sugar</b>         | 1/3 cup <b>pure maple syrup</b> |
| 1 tbs <b>vanilla bean paste</b>    | 1 cup <b>buckwheat flour</b>    |
| 1 cup <b>plain flour</b>           | 1 1/2 tsp <b>baking powder</b>  |
| 1 tsp <b>cinnamon, ground</b>      | 1/2 tsp <b>nutmeg, ground</b>   |
| 1/4 tsp <b>ginger, ground</b>      | pinch of <b>salt</b>            |

### Whipped Ricotta Maple & Chocolate Frosting

|                                 |                                 |
|---------------------------------|---------------------------------|
| 2 cups <b>fresh ricotta</b>     | 1/2 cup <b>pure maple syrup</b> |
| 2 tsp <b>vanilla bean paste</b> | 1/2 cup <b>cocoa powder</b>     |

### METHOD:

#### To make the banana cake:

1. **Preheat** oven to 180 C (350 F) and line a 20 cm x 20 cm brownie pan with baking paper. Set aside.
2. **Place** the mashed bananas, eggs, olive oil, yoghurt, sugar, syrup and vanilla and whisk to combine.
3. **Sift** the buckwheat flour, plain flour, baking powder, cinnamon, nutmeg, ginger and salt into the bowl and stir using a wooden spoon until just combined.
4. **Pour** the batter into the prepared tin.
5. **Bake** for 30-40 minutes or until a skewer inserted removes cleanly.
6. **Allow** the cake to cool completely. To speed up the cooling process, feel free to pop the cake into the freezer.

#### To make the whipped ricotta maple and chocolate frosting:

1. **Place** the ricotta into the bowl of a food processor and blitz for 1-2 minutes or until smooth.
2. **Add** the maple syrup, vanilla and cocoa powder and blitz for 2-3 minutes (scraping down the sides of the bowl) or until the frosting is smooth and luscious.
3. **Smother** the cooled cake with a thick layer of frosting.
4. **Cut** into 9 or 16 squares. Enjoy x

*Recipe and image from mylovelylittlelunchbox.com.*

# Healthy Lunch Boxes @ PHPS

Peak Hill Preschool recognises that healthy eating is important for the healthy growth, development and well-being of young children. Peak Hill Preschool is committed to supporting this for the children in attending the preschool through:

- the Preschool's Nutrition/Food/Beverage/Dietary Requirements Policy
- The National Quality Standard's Quality Area 2: Children's Health and Safety - Standard 2.1 Health, Element 2.1.3 Healthy Lifestyle
- The Early Years Learning Framework – Learning Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and wellbeing.
- Munch & Move program by NSW Health supporting the healthy development of children birth to 5 years by promoting physical activity, healthy eating and reduced small screen time.

## MORNING TEA:

- Shared fruit and vegetable platters – please provide a piece of fruit/vegetable for our basket

## LUNCH TIME

- Sandwiches
- Rolls or wraps
- Rice paper rolls/ sushi
- Salad
- Baked beans or spaghetti (in a tin)
  - Home-made pizza
  - Home cooked meals
- Plain or fruit yogurt (reduced fat)
  - Plain custard (reduced fat)
  - Plain popcorn
- Dried or fresh fruit or fruit cups
  - Cheese and crackers
  - Carrot, celery, zucchini, cucumber sticks with dip/cream cheese
- Scones, pikelets, muffins (fruit or plain)
  - Plain biscuits e.g. arrowroot
  - Cruskits, Sao's, corn or rice cakes with or without spreads
  - Home-made fruit muffins or muesli bars

## HEALTHY VEGETABLE SANDWICH FILLINGS:

- \*Chicken, ham, beef
- \*Cheese, cream cheese,
- \*Salad – lettuce, tomato, carrot, cucumber, beetroot
- \*Vegemite
- \*cheese with sliced celery or cucumber
- \*grated cheese and carrot
- \*canned salmon with lettuce
- \*avocado, low-fat cottage cheese or hummus



Milk is a healthy option for children as it is a great source of protein and calcium, which help to build strong bones and teeth.

Children over 2 years of age should drink reduced fat milk (around 1.4 – 2% fat) as they are now eating a greater variety of foods that can meet their energy needs. Reduced fat milk contains less fat and kilojoules than full fat milk but the same amount of protein, calcium and vitamin D



Pre-schoolers need around 1.2 litres each day to stay hydrated (more in hot weather). Most children enjoy drinking water if they get into the habit from an early age. Make water 'the norm' in your household by always having water available for children and drinking plenty of water yourself. Water is cheap, readily available, a thirst quencher without any kilojoules or sugar and it is essential for the optimal function of the body.

## FOODS TO LEAVE OUT OF LUNCH BOXES:

If children are regularly given snacks that contain lots of energy saturated fat, salt and sugar but few other nutrients (eg. cakes, confectionery, sweet biscuits, energy bars, crisps, soft drinks) they will miss out on the vital nutrients they need for growth and development. We call these "sometimes" foods. These include:

- Lollies, chocolates, cakes, donuts
- Jelly, chocolate coated or cream filled biscuits
- Rice bars and muesli bars
- Fruit bars, straps or chews
- Packets of chips, cheesy balls or twist, noodle snacks
- Cordial, soft drink, fruit juice or fruit drinks, sport drinks



Birthdays are a reason to celebrate! You are welcome to bring in a cake or cupcakes to celebrate your child's birthday with his or her friends. Please ask if there are any requirements due to allergies.