



**Infants**

We are committed to providing quality care for your infant and strive to create a warm, safe, caring environment according to the individual needs of your child. We aim to create a relaxed and friendly atmosphere so parents and staff feel reassured and comfortable which in turn helps our children feel at home.

**Aims**

To provide a comfortable, quiet sleeping area to cater for individual children's rest and sleep needs. To provide stimulation to all the senses.

To establish trusting relationships between children, parents, and teachers.

To encourage independence by observing each baby's ability and needs.

To introduce sign language throughout the day to encourage each baby to communicate their needs in a secure and trusting manner.

**Goals**

To care for the needs of our Infants through:

Love, care, and security

Recognition and praise

Responsibility

New experiences

**Individuality**

The normal home routine of our infants is followed where possible in consultation with parents and caregivers.

**Positive Reinforcement and Security**

Positive reinforcement is a central focus of the infant rooms as it encourages a feeling of self worth in the child. Teachers aim to create strong bonds with the children to allow them to develop a positive attitude towards others.

**Independence**

The level of independence varies greatly between children. Each child is encouraged to become independent at their own rate by giving them the opportunity to make choices. Toys are placed at the child's level and various activities are presented to allow for choice. Older babies are encouraged to move about the room with crawling or walking, with a care giver nearby to positively reinforce the development of these skills. Simple rules of hygiene are introduced.

**Development**

Children reach development milestones at different rates. By observing and reporting on each child through the Creative Curriculum, teachers are able to provide experiences tailored to encourage the development of each individual child. Expectations are based on developmentally appropriate practice for the stage at which the child is observed.

