Welcome To the Joyful Noise Infant Room!

Direct line: (616) 847-3512
Joyful Noise Office (616) 847-6600
Infants@joyfulnoisekids.com

Find classroom information on the website at
www.JoyfulNoiseKids.com >>> Parent's Area >>> Classroom Blogs
>>> Infants

Packet Contents:
- Classroom Information
- Daily Schedule (for older infants)
- Daily Activities
- Daily Sheet Sample
- Reasons We May Contact You About Your Child
- Developmental Goals
- Creative Curriculum Info
- Suggested Starter Signs for Baby Sign Language
- Your Child's Development in the Early Years (Please return form to office)
- Infant Food Survey (Please return to lead teacher)
- Parent Questionnaire (Please return to lead teacher)

Updated August 2022
CLASSROOM INFORMATION

TEACHER CONTACT: I can be reached on the nursery’s direct line at 847-3512 between 9:30 a.m. and 5:30 p.m. each day. Emails can be sent to infants@JoyfulNoiseKids.com. If you would like to meet after my regular hours, please feel free to contact me.

COATHOOKS/CUBBIES/PERSONAL SPACE: We have labeled coat hooks in the hallway for outdoor clothes and large bags. Small labeled baskets in the classroom are for meds, pacifiers, loveys and small daily items. In the refrigerator are spaces labeled for each child’s bottles and food brought from home. Under each child’s crib is a drawer or basket to hold extra diapers and changes of clothes. Please bring in labeled packages of diapers as needed. Each family is asked to bring in a large package of wipes monthly. If your child has sensitivity to a particular type or brand of wipe, please alert staff.

EXTRA SETS OF CLOTHING AND FOOTWEAR: Each child should have at least two changes of clothes, including onesies and socks. (More, if you know they go through quite a few changes a day.) Even though they are infants, we still need to have clothes for going outside and some type of foot wear- slippers, Robeez, etc.

PARENT COMMUNICATION: Notices will be placed in your child’s in-room small cubby or diaper/bottle bag. A monthly newsletter and a monthly calendar will be posted on the bulletin board in the hallway, and on the infant room blog at www.JoyfulNoiseKids.com. Notices will be placed in your child’s in-room small cubby or diaper/bottle bag. Monthly newsletters will be posted on the bulletin board in the hallway, and on the infant room blog at www.JoyfulNoiseKids.com. Parent’s Area>> Classroom Blogs>> Infants.

PICKUP/DROP OFF: Because our children spend so much of their time on the floor, we ask that parents and older siblings remove outside shoes before entering the classroom. Upon arriving for the day, parents fill out the last feeding and diaper change on the child’s daily sheet. Staff members will sign the child in and out. As a Joyful Noise policy, staff members are required to check the ID of any individual they do not recognize, or have not previously met upon pick-up. Please remember to carry a valid form of identification with you when picking up your child. This is especially important at the beginning of the school year, as there are sometimes new staff members who have not yet met you. If you have made arrangements for a family member or friend to pick up your child, you must notify the Joyful Noise office, either by phone call, in person, or in the form of a note. The individual must be listed on your child's emergency form (if he/she is not listed, you may add them to the form by notifying the office). We are unable to release your child without this information. When experiencing a difficult drop off we have found that reassuring the child that you will be back, that they are safe and will be taken care of along with an extra hug or two before leaving the room works well. Usually the child calms within five minutes or less. You are welcome to call the room at any time to check on the, at 616-847-3512. While it may be tempting to keep coming back into the room, we have found this only delays them from getting used to the drop off routine.

SCHEDULE: All infant care is on demand and we offer developmentally appropriate activities on an opportunity basis. For our older infants, in order to help them grow accustomed to the toddler room, we make an effort to loosely follow the toddler room schedule.

MEAL TIMES: Infants under 18 months eat on demand per daycare licensing. Any bottles used for a feeding must be dumped and rinsed after one hour. Parents should bring one more bottle than needed for emergency use. Joyful Noise provides iron-fortified formula for parents who wish to use it. Breastmilk or formula prepared at home should be brought in clean, labeled bottles for the day. Water is available to children one year and older. Joyful Noise supplies baby food and table food for children who are ready to eat them. Parents are also welcome to send food in clean and labeled containers if they prefer. Infant room teachers use weekly menus and notes to communicate what foods a child can currently eat. See the FAQ supplemental document and the Center Policies for more info on meal and sleeping requirements for infants.

NAP TIME: All our napping is done on demand, per state regulation. We will try to stay as close to home schedule as possible but will follow the child’s needs above all else. We are not allowed to force children to try and stay awake, or to wake them before they are ready. State regulations also state that children under the age of one may not have blankets, pillows or such in their cribs during sleep. We have found that sleep sacks are a good way to meet that need and stay within state parameters. We have a few available. If you use them at home, bringing one in for school use is very helpful. Swaddling is only allowed up to 2 months of age. JN staff are not able to swaddle older infants per licensing regulations.

TOYS FROM HOME: Please refrain from bringing in toys from home. Lovies, taggies, or blankets are acceptable.
Infant Room Schedule

(Older Infants)

6:00-8:30  Arrival Time/Good Morning
8:00-9:30  Breakfast/Bottles
9:30-10:00 Rec Room/Exploration time
10:00-10:30 Outside Time
10:30-11:15 Exploration Time (Classroom)
11:15-11:30 Prep for Lunch/Bottles
11:30-12:00 Lunch
12:30-2:30 Nap/Quiet time
2:30-3:00  Snack/Bottles
3:00-3:30  Outside Time
3:30-5:45  Exploration Time
6:00       Closed

Note: All infant care is on demand
Infant Activities

Note: Infants are always observed for signs of overstimulation

Language

Basic beginning baby signs
Eye contact while talking
Mimicking sounds back and forth
Reading books together
Nursery rhymes

Quiet and Relaxing

Rocking while humming or singing
Gentle massage or rubbing
Slow waltz to soft music
Darkened and quiet room

Active Play

Peek-A-Boo
So Big
I’m going to get your____!
This Little Piggy
Itsy Bitsy Spider
“Stretch & Grow from Head to Toe” Crunche
Bicycling Legs
Dancing with child
Balls or deflated beach balls
Blocks and Stackers
Climber
Puppet Play
Musical toys and making noise

The Senses-Cognitive Learning

VISUAL:

Face tracking
Tracking rolling bar or flashing beam
Search out—“Where did the toy go?”
Books
Mirror Time
Walks-outside and around church
Puppet Play
Peek-a-boo

AUDITORY:

Singing
Talking
Listening to music
Mimicking sounds back and forth:
“la-la-la”, “ba-ba-ba”, etc.
Clapping and tapping

TACTILE TOUCH:

Water/sand table
Sensory board with different textures
Ice cubes or frozen teethers on highchair tray
Scarves, silk and feathers
Pudding Paint
Bumpy Balls

Note: Infants are always observed for signs of overstimulation
Daily Sheet Sample

Caregivers fill out these daily sheets as the day goes on, monitoring your child’s activity. At the end of the day, parents receive the sheet for their own records.

Parents fill this section out before leaving each day.
There are many possible reasons why a caregiver may need to contact a parent concerning their child, but a few of the most important and typical reasons are highlighted here:

1. **FEVER**: If a child has a temperature of 99.4°F taken under arm or 100.4°F taken with a temporal thermometer.

2. **DIARRHEA**: If a child has two loose or watery stools, even if there are no sights of illness. The exception is a loose stool that is caused by a new food, but a call may be necessary to determine this.

3. **VOMITING**: Any vomiting is a reason to call a parent. The exception is that some babies may “burp up” or “spit up” after a feeding. This is not considered vomit and our staff is aware of what constitutes an actual episode of vomiting.

4. **RASH**: If your child develops a rash of any sort, we will call you. The exception is a mild diaper rash that parents are already aware of, in which case contact need not be made.

5. **CRYING AND COMPLAINING FOR A LONG TIME**: Any time a child is not “herself” or “himself” and is complaining about discomfort, cranky for an unusual amount of time or inconsolable, a phone call home to parents will be made.

6. **INJURY**: Any time your child is injured, staff will always notify you. However, if we feel that the injury sustained warrants personal contact, we will call you to make sure that you have been informed about the incident in detail. The exception is the minor injury which does not require any treatment and made an insignificant impact on child (i.e., the minor “wipe out” or mild bump of any sort).
JOYFUL NOISE INFANT DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

**DI CHR 1.** Infants will be exposed to the idea that God created our world and all people, and that they are special to God.

**DI CHR 2.** Infants will be exposed to the concept that God is love and God is good.

**DI CHR 3.** Caregivers will model prayer.

SOCIAL AND EMOTIONAL GOALS:

**DI SOC/EM 1.** Infants will be touched, cuddled and spoken to in a way that creates trust and promotes appropriate physical contact. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).

**DI SOC/EM 2.** Caregivers will respond to infants’ needs in a consistent way that reaffirms a trusting relationship. Infants will develop a bond with primary caregivers.

**DI SOC/EM 3.** Primary caregivers will plan for individual, one-on-one interaction with infants assigned to their care, each day. All children will be given praise and positive feedback.

**DI SOC/EM 4.** Infants will be given opportunities to play and socialize with peers. Caregivers will both model and teach appropriate interaction and ideas about personal safety.

**DI SOC/EM 5.** Infants will begin to learn self-help skills such as self-feeding, drinking from a cup on their own, and be encouraged to express their needs through verbalizations, baby signs, or other methods.

COMMUNICATION, LANGUAGE AND LITERACY:

**DI CLL 1.** Infants will be spoken to and encouraged to make sounds, babbling, gurgling and other vocalizations that support early language.

**DI CLL 2.** Infants will be exposed to books, songs and finger plays that stimulate language, storytelling and literacy.

**DI CLL 3.** Time will be taken to plan opportunities for students to use soft books, board books, and text that caregivers read. Students will be both read to and given opportunities to explore books and illustrations on their own.
JOYFUL NOISE INFANT DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

**PD 1.** Infants will be given opportunities to explore items that produce sensory experiences, or be exposed or surrounded by items that encourage them to move, reach and grasp.

**PD 2.** Infants will be given appropriate tummy and back time and be given access to areas that allow sufficient and safe space for kicking, stretching, rolling, crawling, cruising, first steps and other milestone activities.

**PD 3.** Caregivers will plan and facilitate games and fun activities that encourage the development of all fine and gross motor skills, including vision (such as tracking objects, stimulation through colors, etc.).

**PD 4.** Infants will be exposed to ideas about healthy lifestyles and the elements of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

**CTM 1.** Caregivers will describe actions and daily routines to infants as they are happening to increase awareness and sequencing (“We are changing your diaper. First we take your diaper off and throw it away; then we wipe your body clean”).

**CTM 2.** Infants will be exposed to a variety of toys and materials that stimulate critical thinking such as large puzzles, nestable or stacking toys, or visually stimulating concept toys like sunlight catchers, spirals or liquid motion toys. Infants will be exposed to colors and shapes.

**CTM 3.** The infant classroom will provide ample items to sort and count, and teachers will begin to expose infants to counting and concepts of time through simple chants and songs (“Baby going up in 1...2....3!”).

WORLD KNOWLEDGE AND UNDERSTANDING:

**WKU 1.** Infants will be allowed to safely explore a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, board books or music).

**WKU 2.** Infants will be exposed to their outdoor environment through outdoor play, walks in the stroller, and indoor sensory activities.

**WKU 3.** Caregivers will expose infants to ideas about cause and effect through simple science experiments (such as concepts in water play) and encourage infants to appropriately respond to the world around them. Infants will be exposed to simple concepts about nature, weather and animals.
In the 2015/2016 school year, thanks to $3000 of funding from the Joyful Noise C-Fund, Joyful Noise Christian Childcare was able to purchase and implement a standardized curriculum through Teaching Strategies called “Creative Curriculum.” This award-winning program is based on 38 learning objectives for early childhood development and education and is supported by current research and best practice. These objectives support evidence indicating future academic success in school.

The curriculum, which begins in infancy and carries through to kindergarten preparedness, is implemented in each classroom throughout the day in a variety of ways and learning areas. Introducing a standardized curriculum into our program at Joyful Noise Christian Childcare was a step in not only supporting the best and most current teaching methods but also recognizing contemporary standards in excellence throughout the state of Michigan for licensed child care centers. Each classroom was given the curriculum for their age group, and lead teachers also attend Creative Curriculum conferences to explore teaching techniques and proper utilization of the program’s lesson plans.

How is it used?
The Creative Curriculum Program for Preschool and The Creative Curriculum Program for Infants, Toddlers and Twos provides both The Foundation and Daily Resources to create a cohesive curriculum that supports teachers every step of the way throughout the year. The Foundation is the knowledge base of the curriculum, with detailed information about the most current research and best practices in early childhood education. The Teaching Guides offer daily plans to help teachers provide individualized instruction for every child and organize and manage every moment of their day, all year long.

- Creative Curriculum uses “studies” (in depth exploration of thematic topics) to expand your child’s knowledge. Teachers can also create and plan for their own custom studies to tailor learning.
- Lesson plan materials include everything from conversation starters to structured activities including 38 learning objectives. (All learning areas are covered—from math, to literacy, to physical education.)
Joyful Noise Childcare toddlers implement Language and Literacy lesson “LL39” by creating a texture board with materials of different textures (paper, fabric, wood, pom-poms) and glue.

Though the lesson is open-ended and allows for exploration, children are prompted to describe their experience and use simple language to increase their understanding.

How will I know what my child is learning about each day at Joyful Noise?

Each classroom at Joyful Noise provides parents with learning information in a multitude of places:

- At [www.JoyfulNoiseKids.com](http://www.JoyfulNoiseKids.com) >>>Classrooms>>>Your child’s classroom blog and info, you can find links for daily schedules, monthly lesson plans, and a news blog that updates you on classroom events as well as highlights from classroom learning.
- Information is posted outside each classroom, which includes Creative Curriculum lesson plans, specials calendars, newsletters and weekly food menus.
- Also feel free to ask your child’s teacher to see examples of Creative Curriculum materials in the classroom. Your child’s teacher uses teaching guides and resources daily to facilitate the learning goals in the current “study.”

Don’t forget to visit the “Curriculum” tab at [www.JoyfulNoiseKids.com](http://www.JoyfulNoiseKids.com) to read the full PDF “Touring Guide”, an in-depth explanation of the preschool Creative Curriculum program, along with other school features, including Handwriting Without Tears®, Zoo-phonics® and Conscious Discipline.
SUGGESTED STARTER SIGNS

Eat
Drink
More
All Done

Cat
Turtle*
Dog
Bunny

Hat
Ball
Hot*
Hurt*

Mommy
Daddy
Please*
Thank You*
Your Child’s Development in the Early Years

Here at Joyful Noise, we use a proactive approach in recognizing your child's skills and abilities, growth and development, and milestone achievements. This means that we are always striving to provide your child with the best environment and opportunities to meet their needs. While we understand that each child masters new skills and develops at his or her own pace, there are circumstances where an outside professional may be able to offer a child and his or her family additional resources to help them achieve greater success in certain developmental areas. This is where Early On comes into play.

"Early On Michigan offers early intervention services for infants and toddlers, birth to three years of age, with developmental delay(s) and/or disabilities, and their families. Research has shown that by addressing delays early on - especially between birth and age 3 - we can more effectively impact a child's development, even into adulthood." (from the Early On website, https://www.1800earlyon.org/index.php)

If you have any questions or concerns at this time about how your child is developing, or think your child may need extra help, contact your local Early On at 1-877-702-8602 ext. 4663. Additionally, several times throughout the school year, we invite our local Early On professional into our classrooms to observe the children at play and to offer our teachers helpful insight and ideas for the classroom and curriculum. During this time, they may also be able to determine if they see any possible delays that indicate a need for further evaluation. Your child will be observed in our classroom setting. Please detach and fill out the form below, and return to the Joyful Noise office. In no way are we singling out any specific child, this is simply a way for us to provide the children in our care the best education and resources available.

I understand that an Early On professional will observe my child's classroom several times throughout the school year, and I give my permission for my child to be present during these observations.

Date: __________      Child's Name: __________________________________________

Parent Signature: __________________________________________
Dear Parents,

With so many of our infants growing up and reaching the table food stage all at once, we would like to avoid as much confusion and possible food allergies as we can. Thank you for filling out the form below so that we may gain insight into the foods your child may or may not be eating, and be aware of any foods that are problematic.

1. Please make a list of the foods your child has or hasn’t tried at home (indicate which list by checking the boxes to your left). You may choose whichever list is the shortest. Thank you!

   **Please Check One:**

   - [ ] Has NOT tried
   - [ ] Has tried

2. Dairy foods can be a tricky area. Please circle the foods your child has tried at home:
   - All
   - milk
   - eggs
   - yogurt
   - cheese
   - cottage cheese
   - ice cream

3. Please list any known or suspected food allergy triggers:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

*Please feel free to add to or to delete from these lists as needed. We will continue to write on their slips what foods they have eaten or tried each day. Menus are posted weekly on the door and in the hallway. Please take time to check it daily. Thank you!*

If we have permission to try all foods served here at Joyful Noise with your child, please initial and date here:

___________________________
Parent Initial and Today’s Date

Thank you for your time!

Joyful Noise Infant Staff
**PARENT QUESTIONNAIRE**

Please answer the following questions as accurately as possible. Your answers help provide us with insight that allows us to better care for your child! Thank you!

**CHILD’S NAME:** ______________________________________________

**CHILD’S BIRTHDAY:** __________________________________________

Food allergies_________________________________ Any other allergies_________________________________

Does your child have any health problems, physical limitations, or special needs?_____________________________

____________________________________________________________________________________________

Continuous Medications (meds taken for specific conditions child may have) to be taken an J.N.  
*Please refer to our health policies regarding medicine permission slips and administering of medicine to child.*

____________________________________________________________________________________________

Will your child take breast milk or formula?___________________________________________________________

If using formula, please indicate brand: ____________________________ How often does your child take a bottle or nurse? ____________________________

How does your child prefer to be held during feeding (cradled, facing out, etc.)? _________________________

Has your child transitioned from breast to bottle successfully for at least two weeks? _____________________

____________________________________________________________________________________________

Do you have any special burping instructions for your child (example- every 1 oz., across lap, etc.)? __________

____________________________________________________________________________________________

How does your child usually go down for a nap (example- rocked to sleep, in crib by self, with pacifier or special blanket, etc.)? On stomach, back, or side? *Please note that Joyful Noise, per state licensing, is unable to use blankets in cribs and must place child on back to sleep. Children may nap in "sleep sacks", which we provide, or parents are welcome to provide.*

____________________________________________________________________________________________

____________________________________________________________________________________________

Does your child have a security or comfort item they cherish (pacifier, blanket, special toy, etc.)?

____________________________________________________________________________________________

Is there any special trick that might help us in comforting your child (walking, patting, singing to, etc.)?

____________________________________________________________________________________________
Has your child had experiences in childcare before? ______________________________________________________

Does your child separate from you easily? ________________________________________________________________

What is your child's temperament (example- fussy, laid back, colicky, easy-going, etc.)? _______________________
________________________________________________________________________________________

List any concerns you may have about your child's development and/or the care they will receive here:
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

-----------------------------------------------------------------------------------------------------------------------------

DAILY SCHEDULE

Please give us a rough schedule of your child's day, as it is at this present time:

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

__ : __

Additional Notes: