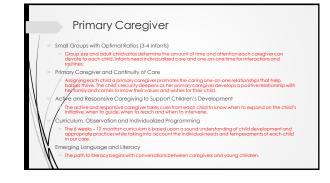
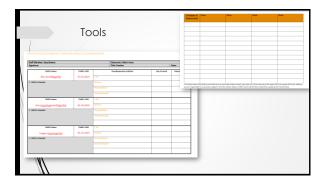
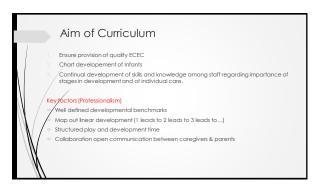


Optimum ratios of adults to infants

- Adults working with a smaller number of infants, while receiving ongoing training can develop specialised knowledge and skills.
- Are able to keep attuned to the individual developmental progress and needs of young children and their families.
 Attuned adults and quality inclusive environments have shown impact the
- Attuned adults and quality inclusive environments have shown impact the social, emotional, language, physical and cognitive development of infants.
- Some of these impacts are felt immediately while others emerge later, and all and have long term implications for both individuals and society.









| More tools | Developmental Add/Add/service for Information We not sub thus primary downloamment areas sub-thus one cardiouthe is the later discussion; Capabine & Lipagine, Physical/Monte, Sensory, and Kosidi Endotouti. We can ge use and and any additional and a sub-thus additional additionadditionadditional ad |
|--|--|
| Name: 6 mo. 9 mo. 12 | me. Data completeded O Read colorful picture books with individual pictures. They have looking at the bright colors and bold, contrasting patterns while listening to your voice. (nothing too busy) |
| | Structured verbal cuing. Using words to engage infants with what you are |
| Walking confidently: | |
| Oxid is able to hold their balance walking around the room | interactingttach an unbreakable mirror to the crib or next to the changing table so |
| Oxid does not use structures for support while walking | your baby can see their face and movements. Place a large mirror low on the wall so |
| Child is able to walk on d Plenent surfaces (sarpet/Vincleum/ art Picial grass | they can look at themselves when they are playing on the floor. Your baby won't |
| and was versal Childra abbe to walk helding halance in shoes | understand that they are looking at their own reflection, but they will enjoy seeing |
| will feeding | that person moving their arms and smiling at them. |
| Child is able to independently use hand/Timern (pinching | Provide toys that make music or different sounds, especially those that make noise |
| index/second/thumbil to put food in their mouth | |
| Child is able to been houd (dath on table | whenever your baby touches them. They'll learn that the cause and effect of hitting |
| Child is able to hold spoon attempting to use for feeding | particular toys is getting to hear pleasant sounds. |
| Child is able to use a two without a lid (with some soliting) | Sensory |
| Table food only: | Show your beby how different objects have different sounds by comparing a bell to a |
| Child is eating solid foods though out into appropriate sized bites | rattle or a down. |
| Child is no longer given purses | Give your baby easy-to-clean objects with different textures that they can feel and put |
| Sit at table for meah: | |
| Civild sits in chair at table without standing up for meal/snack | things in their mouth. |
| No bottlesi | Social Emotional |
| Child no longer uses a bottle for nutrition or hydration throughout the day | Enjoy your baby. Play with them. Bask in thier presence and make them feel loved and |
| Stop broastrik: | a state was a set of state of the state of t |
| Oxid is no longer given breast milk (not generally allowed in toddler room*) | |
| Moved to toddlor sup schedule: | |
| Child now deeps once a day on a cot usually between 1 pm - 1 pm (numbing | |
| schedule in Toddierroom) | |
| Pacifier sap only | |
| Oxid no longer uses a pacifier for comfort throughout the day (only for neps) | |



