



Misleading baby food packaging caught sugar coating the truth

Child nutrition researchers at SAHMRI have released a report revealing many of the products featured in Australia's growing baby food industry are boasting misleading packaging. The industry has doubled in market value since 2013 and is now worth over \$1.2 billion, but experts are concerned infant health isn't the top priority. The report covered more than 400 items on the market, assessing the extent to which their marketing aligns with current guidelines. All had marketing on packages positioning them as natural, with 89% claiming to be free from additives or preservatives and more than half including 'organic' statements and symbols.

SAHMRI Women and Kids Theme Senior Researcher, Dr Merryn Netting, who led the study, said more than half of all products claimed to be low in sugar, or to include only 'natural' sugar, yet were found to have been sweetened with sugar-filled fruit purées. Foods were also low in iron and served as poor sources of overall nutrition. "Although they're being promoted as 'natural', we found these products were nothing like real food in terms of nutritional content," Dr Netting said. "In fact, one-third were categorised as highly-processed 'discretionary' snack foods, that don't provide the nutrients toddlers need to grow and develop."

Many of the items also resembled unhealthy snacks such as chips and biscuits, sparking concerns these products are conditioning children to favour poor eating habits later in life. "By shaping these items like discretionary adult snack foods, children are being conditioned to desire the foods they should be largely avoiding for optimal health," Dr Netting said.

Researchers found the use of 'better-for-you' features on infant and toddler foods were used as a particularly common selling point, with many also making developmental claims promoting self-feeding skills and tastebud development. But Dr Netting says there's no evidence to suggest they can help in any of those areas. "Packaging commonly used phrases like, "teach your little one to love their veggies", "promote independence", "develop pincer grip and hand to mouth coordination" and "grow and develop happily through every milestone," Dr Netting said. "These statements are baseless and are being used to sway parents to make purchases without having to prove their credibility."

The National Health and Medical Research Centre (NHMRC) Infant Feeding Guidelines state that infants should breast feed and then start on iron rich, solid foods at around 6 months. To help prevent development of food allergies, the expert advice is to give babies a wide variety of allergy causing foods being consumed by the rest of the family from 12 months onwards. "The latest scientific evidence drawn from large trials has shown this, yet disappointingly many baby food manufacturers continue to promote allergen free products as though all parents should be avoiding feeding their babies these ingredients," Dr Netting said.

Experts are calling on Government to enforce stricter regulation of the nutritional composition and marketing of foods labelled as suitable for infants and toddlers.

Parents are encouraged to familiarise themselves with the latest advice on baby feeding practices via the Raising Children Network.

Article from <https://sahmri.org.au/news/research/child-nutrition-research-centre/misleading-baby-food-packaging-caught-sugar-coating-the-truth?>



Staff matters:

Karen (Room 1) will be taking some extended leave and will be absent from Monday 04/04/2022, returning on Monday 30/05/2022. During this time, Kylie will be working in Room 1. Kylie has been at the centre for a long time as a very regular casual educator, and worked in Room 3 last year covering Emilie's maternity leave.

Dani (Room 3) will be on leave for the next two weeks, returning to the centre on Tuesday 26/04/2022. The Room 3 team will stay the same while Dani is away.

There may be other daily changes to staffing as we manage over the coming weeks.

6 steps for attracting more native bees to your garden

South Australia's native bees are fantastic pollinators for our Aussie plants. Here's 6 steps to help attract them to your garden – and why they're important.

All bees are important pollinators for plants. But some Australian native plants depend on being pollinated by native bees. Metropolitan Adelaide has around 200 native species of bees with our 3 species of blue-banded bees usually stealing the beauty show. These species of blue-banded bees are very difficult to tell apart, and to get science-y here's their names: *Amegilla asserta*, *A. chlorocyanea* and *A. murrayensis*. Some native bees – like the blue-banded bee – can buzz pollinate, which means shaking flowers and causing them to release pollen – a bit like salt-and-pepper shaker. Tomatoes and native plants such as guinea flowers, and flax and chocolate lilies (find these on the Botanic Gardens Plant Selector) rely on this buzz pollination to grow fruit.

Honey bees vs. native bees

Did you know that Adelaide's super abundant European honey bee was actually introduced? These honey bees came to Australia in 1822. They are the only introduced bee species in metro Adelaide. Honey bees actually compete with many birds and animals by stealing their food of nectar and pollen, and taking over their homes by turning them into hives.



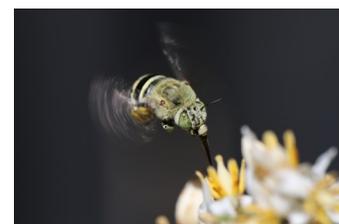
Here's some tips of how to tell honey bees and native bees apart:

Introduced honey bees:

- quite large with hairy eyes
- brown-orange abdomen (but not always identical) and black, bare legs
- noisy/buzz in flight
- live in large groups in hives that they've either made from scratch or have created in hollows
- have a queen and workers (known as eusocial)
- worker bees will aggressively defend their hive
- have a painful sting that is barbed and stays in our skin (and they die after losing the barb)
- make honey – but a surprisingly small amount of per bee around a 12th of a teaspoon in their lifetime.

Native bees:

- come in a range of sizes with a body length ranging from 2 mm to 1.5 cm
- Adelaide's species don't build hives
- mostly live alone (aka solitary), but some share a nest entrance
- many species nest in the soil and some other nest in wood
- not aggressive – only sting when you grab them
- do not have a barbed sting, so after stinging they live to tell the tale.



As honey bees are pushy, our local native bees need a helping hand. You can help these little guys and gals out in your own garden.

Here's 6 steps to help attract them to your yard:

1. Leave some open soil

More than half of Australia's native bee species nest in the ground. They need access to open soil and do not nest in lawn or under mulch. So leave some open ground for our native bees to nest.

On top of access to open soil, they also prefer their space to have:

- sloping areas where water can run off (e.g. edges of garden beds or vertical ridges)
- patches of compacted soil
- drier areas that are not regularly watered, and
- minimal people and animal traffic.

A good start can be to look for existing nests. You'll see small perfectly-round entrances, sometimes close together, and if you are lucky, you'll see a bee leaving or entering with pollen. That's a give-away to not mulch or dig in that spot.

2. Try alternative landscaping fabric

Black plastic or other landscaping fabric is great to prevent weeds, but they also prevent native bees digging a nest in the soil.

If you really need a barrier, try newspaper. It's easy for the bees to rip through and it will compost over time too.

3. Avoid chemical pesticides

Bees are insects, and nearly all insecticides will kill them, so it's best to avoid them. If you must use a pesticide, use products that are approved for organic growing.

Pesticides to warn off weeds or fungal infections can also deter native bees, but are generally less harmful.

Top tip: Struggling with aphids on your fruit trees? Try sticky tape (but a special type for plants) on the trunk to remove ant access. This will give the good bugs, including parasitic wasps, a chance to get the problem under control.

4. Plant the right native plants

Bees only eat pollen and nectar from flowering plants.

It's best to have a selection of flowering native plants because different bee species are present at different times of the year and have different diets.

Some native bees are very fussy and won't even visit flowers of introduced species – they don't consider them food! So, it's best to stick to native plants to entice native bees to your yard.

Top tip: The native small carpenter bee (which grow to a tiny 8 mm) hibernates inside of hollowed out canes or vines over winter and then nest in them over spring. So to attract these bees to your yard plant species that have vines or canes (like a grapevine) and remember when you're pruning to leave a stretch of about 10 cm above nodes on the branches to allow room for a nest.

5. Leave dead tree trunks in your yard

Resin, masked and leafcutter native bees nest in dead tree trunks inside tiny holes made by beetle borer bugs.

To keep safe from ants the bees will only go for dead tree trunks that are higher off the ground, rather than fallen branches.

So if you have a dead trunk in your garden, consider leaving it – it can make a lovely feature, and an excellent home for many bees!

Top tip: Try building an artificial bee hotel. You can create these artificial homes by bundling about 15 pieces of bamboo (4–8mm entrance holes) together and mounting it under an eave or thick branch to protect it from sun and rain. Alternatively, drill some holes into a block of wood or poke holes in drying clay. Find out more about making bee hotels.

6. Mow the lawn less

This list is fast becoming a way to save time on household chores!

Native plants are the *crème de la crème* for native bees, but many species will also feast on flowering weeds if there's nothing else available.

If you mow the lawn too regularly, those weeds won't have a chance to flower and you won't get native bees visiting.

While they don't like pollen from grass, those stray weeds that pop up in your lawn sometimes can provide nourishment.

Having some flowers, native or not, is definitely better than none.

Where to next?

Why not complement your bee-friendly yard with some butterflies too.



Article from Green Adelaide News March



Do you know someone who does carpentry?

Some of our equipment in the children's play yard needs repair. This could be replacement of nails and screws, replacement of old wood, or other general maintenance of larger scale items like the platform and the bridge.

Our current landscaper is no longer available for work, so we are looking for someone to help us out.

Please speak to Eleanor if you know of a suitable person.

Did you know??

We have several public recycling stations across the centre.

In reception we have a box for recycling toothbrushes, toothpaste tubes and dental floss containers. This is done through [TerraCycle](#). All contents are used to make recycled plastic products like outdoor benches, fencing, play equipment and garden beds.

We also have a box for recycling batteries. This is done through [Batteries 4 Planet Ark](#). All batteries from lithium to single use, to rechargeable, to medical specific batteries can put in. These are shipped off and recycled, and kept out of landfill.

We also have a box for recycling bread tags. This is done through [Aussie Bread Tags for Wheelchairs](#). Bread tags are collected to be recycled locally and funds raised for disadvantaged people. The tags are recycled into making products from recycled plastic like pens and bowls.

We also recycle all the standard items like soft plastic, cardboard, foil, and co-mingled items.

If you have something to recycle, you can always ask your child to put it in the right location inside for you.



Where birds sing and wildflowers dance by Jason Tyndall, Nature Play SA

This is a guide more than a book. It tells a story of South Australia's wildlife, plants and ecosystems. This is intertwined with explorations of the notion of self like doubt, love, belief, alongside concepts of habitats like symbiotic relationships, environmental clearance, species behaviour and extinction.

The reader will find poetry, photography, and ideas to help you to connect with nature, as well as over 680 species of plant, animals and other life forms.

This very special book will be added to the children's book collection next week.



Management of COVID March 2022

SA Health has recognised the challenges both to families and centres during this time and has provided some information to centres to help with management.

A child has persistent mild symptoms of runny nose or dry cough. When can they return to the service?

- Children with COVID-19 symptoms require a PCR test and receipt of a negative result before return to the service can be considered. They should not attend while unwell. This is to limit the spread of both COVID-19, **and other infections**, within the service.
- If a child has returned a negative COVID-19 PCR test but continues to experience a persistent cough or runny nose, a review with the **regular** GP is required to determine if further management will improve their condition or if the child is fit to return to child care. The child can then return **at the discretion of the service**. The duration of time that elapses before a child with lingering symptoms is deemed well enough to return will vary, however a good rule of thumb is a minimum of five days.
- Children who have had complete resolution of symptoms and a negative PCR test can return at any time.
- Any change or worsening symptoms will require repeat COVID-19 testing.

Decision must be made in consultation with the Director or a Room Coordinator for each individual situation.

A child has a condition that presents with similar symptoms to COVID-19. When can they return to the service?

- For children who are experiencing seasonal allergic rhinitis, asthma or other conditions which can present with similar symptoms to COVID-19, an initial negative COVID-19 PCR test is required prior to returning to the service. If there is a change or worsening of usual symptoms, a repeat COVID-19 PCR test should be performed.

The child should seek review from their **regular** GP to determine if further management can improve their condition. For example, a child with a persistent dry cough due to asthma should have review of their asthma management.

Please see the following fact sheet regarding the infectious period for the common cold.

<https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/conditions/infectious+diseases/common+cold/common+cold+-+including+symptoms+treatment+and+prevention>

Due to the recent changes in restrictions, in the coming week the AUCS Directors will review the current COVID safe measures in place in regards to mask wearing, outdoor drop off/pick up and outdoor play, and the provision of sensory experiences. This will be done with reflection of the high number of cases in the community and how the coming cold and wet weather will impact practices.

Room Two Report to Families

March 2022

The year started off very quietly, but has been building up steadily and we are now full steam ahead. With Cassie returning after being on a year of maternity leave, there has been an emphasis on building relationships, re-establishing the team, and working on team dynamics.

In the last few months we have welcomed a big group of new children into the room and so establishing new and maintaining other friendships has been a theme.

Creative play has been a big interest in our group so far this year. We have been engaging in painting, collage, and drawing. Children have been very articulate in what they are creating and are able to relay that to the educators.

We have been enjoying engaging in nature play through spending time in Pilyabilyangga. The children have discovered that they can make music using natural materials, we have used sticks as tapping sticks. Using natural materials in building and construction has also been a big interest. We have been interested in feeding the worms our fruit scraps in the morning with Dani.

Helping the centre pets has also been a great interest. Feeding scruffy in the morning, and feeding the tadpoles and observing them has also been exciting. We are waiting in anticipation for their legs to form.

Having Yvett return also this year, we have been engaging in some spontaneous yoga experiences. She has guided us in learning sun salutations, and jogging our memory on some yoga songs we can sing and practise together.

Water play has been a relief in some of these warm days we have had in the last couple of months. It has also been a source for learning about negotiating, sharing space, and maths concepts, such as filling and pouring.

Some other interests that have been emerging over the last couple of months have been trucks, building with big blocks, home corner, and construction.

Room Three Report to Families

March 2022

Another year has rolled around and we are delighted in Room 3 to have so many wonderful children and families who will be spending the year with us. Like other years, there have been more challenges related to COVID but again, children, families and educators have adapted to the new routines and practices that have been put into place to minimise the risks of Covid in the centre.

With changes to routines, there has been surprising positives associated with these. These have included lunches and other meal times outside and the weather has been very kind to us. We have enjoyed sitting outside, watching the bird life, listening to happenings around the campus and breathing in the fresh air.

A new year also means goodbyes to the children who left for school and pre-school and we have welcomed in children into Room 3. The transition process was smooth and the children have become confident member of the Room 3 group and are comfortable in the learning environment. New friendships have also blossomed and it has been fabulous to see the older children caring for and helping the younger children in the room, being able to learn from each other is very valuable.

In regards to the Room 3 program, there is a focus on-

- Establishing and maintaining respectful, trusting relationships with other children and educators

- Children feeling safe, secure and supported

- Children expressing a wide range of emotions, thoughts and views constructively

These focus areas are discussed throughout the day during play and also through intentional teaching at group times.

We have been on a couple of walks around the centre in 2022, one with the preschool children to see a weaving exhibition at Urrbrae House and a whole room walk for Clean Up Australia Day. It was a chance to show our respect for Mother Earth and clean up around the campus.

Pilyabilyangga on a Wednesday has been a highlight of the week and children have enjoyed collecting seeds, rocks and feathers and spending time climbing, running, laughing with friends and connecting to nature.

Interests in Room 3 at the moment include building with different construction sets, pretend play on the verandah, recycling games, observing the stick insects and tadpoles, exploring letters and numbers, RAMSR- Rhythm and Movement for Self Regulation group times with Eunice, and sand and water play in the sandpit.

Room 3 Educators

Room One Report to Families

March 2022

It has been a busy couple of months for Room One as we have supported many of the children making the transition to Room Two. We are pleased to see that the children have quickly settled and are finding their way to increased interdependence in Room Two, discovering and renewing friendships with their peers and educators from other rooms, and enjoying the larger outdoor play spaces that Room 2/3 offer.

We have welcomed ten new children and their families to Room One so far this year -

Arthur, Astrid, Connor, Levi, Louisa, Maddy, Riley, Robert, Youning and Zeke.

We are getting to know the children's routines and individual care preferences as part of building close connections and attachments that set up a secure emotional/social base for engaging reciprocal relationships and many positive moments of shared learning ahead.

Learning Highlights:

We have enjoyed the extended day of outdoor activities (included eating outdoors) and many children have already demonstrated that they love being outside in the sand pit or engaged in the water play (including going under the sprinklers) in recent months. The weather has kindly been on our side so far.

Friendships and social connections are starting to develop between many of the older children and this is great to see children taking the next step towards extending their care and empathy with their peers and being less concerned with having an educator in close proximity at all times.

On occasions we have explored with the children into the R2/R3 outdoor area when the other children are visiting the gardens or Adventure Playground and the children seize the opportunities for additional challenges on climbing equipment or exploring a wider area.

Sharing songs and music (instruments for the children to discover different sounds) and music to dance/move to feature regularly in the daily program. Involving children in the routines and being "helpers" where they are able to share in a special role of demonstrating their skills and capabilities (helping with the cleaning of tables/ chairs, visiting the garden to water or harvest the veggies, feeding Fluffy the tortoise, getting the laundry, helping with the giving of bottles - all with educators support and encouragement at every step of the way.

Warm regards,

Room One Team - Gayle, Cherry, Karen, Tamala, Chao