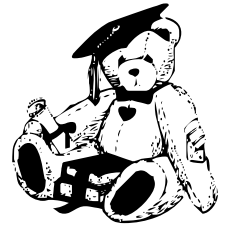
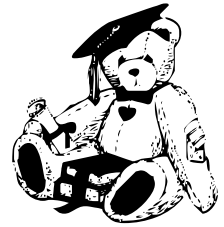


PARKSIDE SCHOOL



Childcare concept for infant group

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1. Child care group setting

Children are cared for in one group (mixed ages) which offers 11 spaces and in one infant group which offers 6 spaces (Götti Modell). Both groups have separate premises and follow individual schedules. However, the interaction of both groups is an important developmental factor, as the children benefit and learn from one another. Combined activities (such as singing, walks) are a firm component of the daily routine. The children are kept together in the mornings (bringing time) and in the evenings (Pick-up time). This is important to us as the babies will join the mixed age group at a later stage.

2. Principles of social education

The Parkside School follows Emmi Pikler's fundamentals in social education. That means that we have motion elements combined with small sleeping corners so that the babies can sleep in the room.

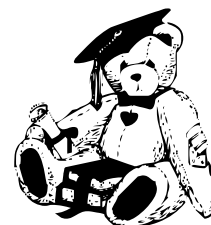
Fantasy is important to the children and we have covered this by offering a wide variety in all areas of playing. Our daily routine covers activities such as free play, motion play, music, and handicrafting.

It is important for children to independently experience movement. This means that not only do they require numerous opportunities to explore movement; for example, the laws of gravity, balance, a lever etc., but further more to have the chance to accomplish self set tasks, try to achieve set goals experiencing boundaries, make mistakes and learn from them. One of the school's essential tasks is to offer the child an age appropriate development so that he or she will learn and build security and self confidence.

2.1 Motion development

For infants and toddlers a free, non accelerated as well as a non-inhibited development of movement in a prepared environment is essential. When awake, infants are laid down on their back on a thin blanket or carpet and from this natural position they are then able to explore and develop their possibilities of movement. The children are not turned, seated upright or stood up by an adult, but can seek and try out new positions individually. This leads to a healthy, well trained muscle development, harmonious movement, self-assessment, independence and self confidence. The prepared environment consists of age appropriate toys and boxes, slides, small ladders, baskets and self constructed tunnels. Outdoor activities include the possibility to crawl and walk over uneven surfaces and up steps, to play with sand, water and stones- not unnecessarily restricted, but also not too strongly encouraged. The grown ups step back assisting the child only when needed.

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2.2 Daily structure

Children need a child appropriate daily structure. We emphasize an importance on a varied and interesting daily program. Free play, group activities in- and outdoors (eg. walks to the forest or to the playground) are important elements of the day.”

07.30 – 09.00am	Arrival
09.00 – 11.00am	Individual meals, as needed by the children
09.00 – 11.45am	Movement activities, Free Play
11.45am	Lunch
12.15 – 02.00pm	Quiet time
02.00 – 04.30pm	Free Play, Walks, Playground
02.00 – 06.30pm	Individual meals, as needed by the children
04.00 - 06.30pm	Free play / dismissal

Children arrive between 07.30 and 09.00am and play together until split up in their groups.

2.3 Personal hygiene

Infants and toddlers require an intensive body hygiene. We pay a lot of attention to this, therefore, we change nappies several times per day.

In the group room there is a changing table and a sink, so that the children can wash their hands and mouth.

We pay attention on the babies food, so that each child gets age-appropriate food. Parkside Daycare Oberrieden offers mash (vegetable mash). The parents bring the milk powder.

2.4 Familiarization

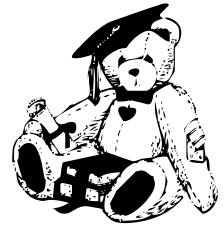
Starting in the first months of their lives children begin to differentiate between familiar people and strangers, through body sensation, smell, hearing and sight. Separation anxiety begins to occur at six to nine months. However, anxieties may vary from child to child. Bearing this in mind the child, accompanied by a parent, is slowly introduced to his or her new environment and staff members.

The familiarization phase forms the foundation of the child’s future stay at the day care center and is therefore focused on with great attention.

The settling in period begins prior to the child’s actual regular stay at the day care center. As experience has shown, this phase lasts 2 to 3 weeks.

During this starting period you and your child will have the opportunity to meet the staff, explore the facilities and new surroundings and see how a day progresses at the day care center. The parents (mother or father) must accompany the child (ren) during the initial phase of familiarization. Later on they must be reachable within a short period of time.

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In this initial phase (duration of at least 3 days) the parents (mother or father) and child (ren) visit the day care center together for a period of approximately 2 hours. The presence of the parents relaxes and makes the child feel safe and secure and he/she can thus familiarize him/herself with the new environment, play opportunities and people.

No separation attempts should be made within the first 3 days. It is important that the child accompanies the parents if they wish to leave the room even, for a short period of time.

At this stage it would be misleading to assume that the presence of the parents is dispensable, even if the child is happy and may already be eagerly setting out to explore his/her new environment. It is precisely the presence of the parents that gives the child the necessary self-confidence he/she needs to come into contact with its new surroundings. The child would quickly be intimidated to master the situation without the familiar support of the parents.

A first separation attempt of up to 30 minutes will presumably be made on the fourth day. Upon arrival at the day care center the child must first familiarize him/herself with the setting and find his/her way around. It is very important that the accompanying parent talks to the child, assuring him/her that you will return to take him/her home and under no circumstances should the parent creep away. Your child's reaction to this first separation attempt in the new environment can differ in terms of duration and contains important points of reference regarding the future schedule of the phasing-in period. Therefore, we ask you to remain in close proximity of the group during this separation in order to be able to return at the request of the carer.

As of the fourth day of the familiarization phase the carer usually takes on an active role in attending to the child's needs such as feeding, brushing teeth, changing diapers etc.

Familiar love objects brought from home such as stuffed animals, a favourite toy etc. can help the child tremendously.

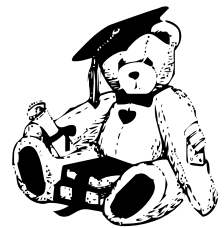
3. Premises and equipment

Premises should help the child master his or her learning process in an age-appropriate environment. The room layout as well as the selection of toys and learning materials is also important for young children.

It is our aim at Parkside School to encourage the child's curiosity and desire to move. A core task in a child's first two years is the individual development of movement. Our premises for the very young children are therefore mainly kitted out for movement. Processes such as lying on their backs to turning over onto their tummies, from sliding to crawling, from sitting to standing and then to walking. The next step always depends on the previous step – these are motoric stages of progression from top to bottom (from the head down) (gestures, sounds, turning and lifting the head), movements of the arms (taking hold of an object) to the movements of the legs (crawling and walking).

The design of the rooms for the young children is a combination of security and challenge and the opportunity to practice. It is very important for the youngest children to grow with a sense of security and to always be within reach and sight of an adult.

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Our premises offer:

- for infants – secure space to lie down and turn with appropriate toys/learning materials to grasp and explore within reach
- for toddlers at the crawling stage – objects to climb up and down, crawl through and slide down (e.g. one or more steps, small and large pedestals, slanted areas such as low slides or tubes)
- for children that are able to stand up and are ready to learn to walk – appropriate devices with which they can pull themselves up to stand and pull themselves along.
- mobile aids (e.g. stable wooden wagons with a retaining jig)

It is one of our main tasks to enable children to experience and activate all body senses. Working with young children facilitates the experience of the five senses: sight, smell, taste, feeling and hearing, by using age appropriate learning materials. The sense of balance is of vital importance in the development of young children. This development depends largely on a stimulating environment. In order to optimally develop the body senses our premises include areas to balance and items to swing, turn and weigh. The children have access to these all day.

4. Illness and accidents

Should a child fall ill, or in the event of an accident the parents will be informed and asked to pick their child up immediately. First aid will be given and an emergency doctor called in the event of an emergency. We are prepared for medical emergencies.

Sick children must be kept at home, unless they have a mild cold. In case of doubt, the team leader will decide whether or not the child may attend day care on the given day.

Known illnesses such as illnesses already being treated, allergies, deficiencies (special needs or learning difficulties) must be made known to the school when registering your child and copies of relevant documentation must be provided. Otherwise the school may choose to revoke admission. A prerequisite for admission, in case of doubt, is the guarantee of the safety and health of the child.