

PARKSIDE SCHOOL

Welcome to Parkside School

The Parkside School offers a Daycare for children aged 3 months to 6 years in Oberrieden and a bilingual Pre-school and Kindergarten in Thalwil.

In Thalwil, the requirements for the obligatory kindergarten may be fulfilled by children attending 3 full days per week. Here we accept children aged 3 thru school entrance and follow Montessori methods. Bilingual German/English.

In Oberrieden we accept children aged 3 months thru school entrance.

It is important to us to provide a dedicated, age-specific friendly, safe and warm environment for young minds to develop and grow emotionally, physically, intellectually and socially.

PEDAGOGICAL CONCEPT DAYCARE OBERRIEDEN

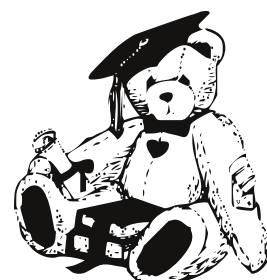
About us

We provide a dedicated, age-specific friendly, safe and warm environment for young minds to develop and grow emotionally, physically, intellectually and socially. The warm atmosphere facilitates an equilibrium between spontaneity and structure.

Opening hours: Monday to Friday 07.30 to 18.30 (Oberrieden)

Groups: 1 groupmixed aged group, 1 baby group

Internet: www.parksideschool.ch



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About the child

The child is regarded as a competent, cooperative and active learner. Our aim is to support the child in his social, emotional and cognitive learning. The child-friendly and challenging environment supports this. Through carefully monitored observation by the educator, the individual abilities and skills of each child can be revealed and out of this meaningful demands and learning situations can be offered. Through the success in learning, the child's abilities and self-confidence is strengthened. What is learnt will also help the child later on in life to integrate himself/herself within other educational situations.

Teamwork

We place great value on open, honest, constructive and unprejudiced attitudes and expression within the team, so as to be encouraging and respectful. Collaboration is adequate when it is encouraged by communication, readiness to help and support, mutual trust, individual responsibility and independent work habits. Our staff members have the required professional competence and are highly committed. Tasks and responsibilities are regulated in the job descriptions and staff members are encouraged to take part in continual further education.

Parental Involvement

Parents support us by helping us with activities, attending parent's evenings, financially and with the readiness to involve themselves in our business regulations and concept. We highly value respectful, trustworthy and problem-solving discussions.

Public Relations

We want constructive and transparent public relations. We maintain good contact to the authorities, neighbours and interested parties. We advertise in various media and organize numerous events and activities throughout the year to enable people to get know us.

Familiarization

We place great value on the optimum introduction for each child. Accompanied by a parent, the child will gradually and consciously be introduced into the school routines according to his needs. This process may take up to three weeks and will be discussed in an admission meeting.

Communication

The relationship to adults and other children helps the individual child to formulate his needs, feelings and desires. This trust helps him learn to express himself in the group. Rules for communication are gradually implemented in the group. We therefore place great value on non-judgemental, encouraging, emphatic, open, attentive and related every-day language and expression.



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Groups

The mixed-age group and the baby group are like a family and therefore offers a great opportunity to live and learn in a natural manner with other children. It enables the child to broaden his awareness, individuality and initiative.

A social atmosphere is created in which the older children show enough consideration to the younger ones and they can increase their knowledge and abilities by using them in situations with the younger children. These are guided in turn by the older children and are thus quite naturally motivated in their development.

Each child has its own symbol at the daycare, and this is used everywhere: basket, cloakroom, slipper location, washing flannel, tooth mug etc.

The tutoring system strengthens the child's self-confidence. The feeling of belonging allows each individual to be responsible for others or for the group. At the same time, the entire group is supported by the feeling of community.

During the free play, sports, in the forrest and during music, the group is divided into two sub-groups according to age and ability. With this group division, the needs of the children are carefully monitored through specifically graded material, thereby optimizing and challenging the individual child.

Conflict Resolution

We stress a constructive conflict culture, in order to encourage social cooperation in a positive manner. Every child's feelings, interests and abilities are taken seriously. In addition, successful handling of a conflict situation always provides an opportunity for development of the individual child and his place in the group. Encouragement and the use of the logical results of a child's behaviour, linked to the current situation, lead to constructive conflict resolution.

Music

We want to introduce children to music through rhythm, listening and singing songs.

Art

Expressive Painting encourages creativity and strengthens the emotional intelligence. It increases the ability to concentrate and to make decisions. It enhances the child's self-confidence. The child learns to express himself and to exercise motoric functions.

Painting is fun; the children play with colours and shapes and enjoy the sensualism. The artwork is not evaluated nor reviewed.



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Movement

The development of movement affects all other areas of development. Movement gives the child a picture of his own body and therefore of himself. He learns to judge his abilities and to have confidence in himself. This is important for the growth of self-confidence and self esteem. The child connects with the world by means of his activities; he comprehends and comes to grips with the world. Movement allows him to form concepts, come to realisations and make connections. Movement is also important for healthy physical development. Playing outside offers further room for the children's physical and mental development. Joy in movement, as well as major and minor motor development is also fostered. Playing outdoors is also part of safety training, as children who are in good control of their bodies are less likely to have accidents. In addition, fresh air and the change of seasons strengthen the immune system.

On Wednesdays afternoons, we go to the school sports hall with the bigger children.

Nutrition

Nutrition, feeling good and health are directly related to one another. We therefore place emphasis on healthy eating habits.

We offer a variety of balanced, seasonal meals. The children take an active part in preparation (e.g. peeling, cutting, grating etc.) of the meals. They learn how to use various kitchen utensils, which trains their fine-motor ability and their independence. They also contribute something to the whole group. We encourage a harmonious atmosphere at meal times and pay attention to table manners.

All meals are eaten together, with the independence of the children (e.g. pouring water, helping themselves to food) always in the forefront. We drink water, various teas and sometimes fruit juice with our meals. Because a healthy, balanced diet has such enormous importance for the child's development, we give them no overly heavy sweet foods (e.g. chocolate, sweets, chewing gum etc.). We also request that children do not bring such sweets to the daycare.

An exception is a child's birthday.

Nap time / quiet time

The young children have an opportunity for a nap after lunch. We create a comforting atmosphere with Books and sometimes quiet music to help the children relax and fall asleep. A member of staff is always close by for comfort. The older children have quiet time after lunch while the younger ones sleep, reading a book or lying down on a mattress.

Housekeeping

The child is involved in various housekeeping tasks (e.g. setting the table, washing dishes, sweeping the floor, vacuuming etc.). This teaches the child to take care of his surroundings and objects. Staff members are role models. We place value on using the appropriate cleaning aids and materials. The set up of the rooms is important and the children participate in decorating their learning environment.



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Co-operation with parents

The Parkside School is an institution complementary to the family. We therefore endeavour to work in a partnership with parents to ensure the overall well being of their children. Mutual understanding for us is the requirement for an adequate cooperation.

Mutual exchange promotes the development of basic trust between parents and the daycare. We offer the following as elements of collaboration:

- Parents evenings
- Participation in the daily routine of the Daycare (visiting morning)
- Parent-teacher conferences
- Obligatory status discussions (twice a year)
- Events
- Open day

Parents have the opportunity to participate in preparing and carrying out events and celebrations.

Parents are notified in writing of any changes/news, events and exceptional circumstances. We also expect parents to do the same.

Parents are also invited to support us with ideas, suggestions and comments, so as to foster our development. We appreciate parents supporting us by advertising our services.

If you would like more information or to arrange an individual visit please contact us at:

**Parkside School
Hubstrasse 6
8942 Oberrieden**

In Oberrieden we can be reached at:
(should parents need to notify the daycare of any absences, illnesses etc.)

Tel. 044 720 4268 and Tel. 077 405 5262

Administration:
Tel. 044 771 8161 (office hours from 09.30 to 11.30)
www.parksideschool.ch; info@parksideschool.ch

