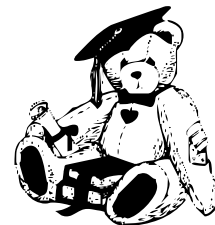
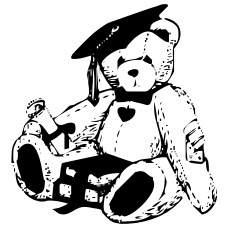


PARKSIDE SCHOOL



Childcare concept for the baby group

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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. Half-days are possible.

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 07.15 to 19.00

1. Child care group setting

On our first floor in Oberrieden, the children are cared for in two groups: one group with mixed ages from 18 months to about 36 months offers 12 spaces and one baby group which offers 8 spaces. 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 for an exchange between the groups as the babies will join the mixed aged group at a later stage.

2. Principles of social education

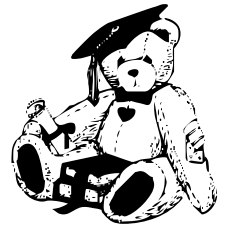
The basis for our educational practice is a human image, which assumes that every child from the ground up is good and loving. The person-centered approach of Carl Rogers plays a central role. That means for the child that we meet him/her with acceptance (appreciation), that we are congruent in all situations (real) and that we always maintain an empathic (empathetic understanding) handling.

As the theory of Carl Rogers promises, we place great value on an informal, need-oriented and loving upbringing without pressure and performance promotion methods.

The children are supported in their needs and resources and we appreciate the child as a unique individual.

Because of the constant dialogue in everyday life, the trust and respect in the group is strengthened and the children learn to stand up for themselves and their personality can flourish.

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We rely on the resources of each child and their urge for development. We support the children in their daily experiences, accompany them in finding their own way and provide a constant caregiver, if necessary. On the other hand, we shall endeavour to always respect the required distance or proximity.

We give the children the space and time to develop into an independent, self-confident personality so that they can feel their own needs and desires and learn how to balance these. It is important to us that the children can learn their independence at their own pace.

3. Play

3.1. Free play (freely chosen play)

In addition to our activities on various topics such as winter, spring, etc. the free game is very important in our day care center.

It is important to us that the children can play during the day, because playing promotes social skills and makes them happy, provided that the child can choose his work and his play completely free.

The theory of Joseph Chilton Pearce says that if a child is intrinsically motivated that is, plays by himself/herself or focuses completely on an activity (crafts, painting, playing with cars ...) so that they forget their surroundings, the child is in the "**flow**".

The flow is a state of absolute concentration, which takes place mainly during the free play. For children, the game is the best learning situation. If the child is in the flow, it develops its forebrain and thus his creativity, sociability and intelligence.

The children must have the opportunity to again and again achieve the state of flow in order to experience (of the) optimum learning. The best basis is the self-chosen self-determined game. It can be concluded that for a good development, a child needs space and time for playing.

For us, it is important that the children can enjoy the free play, so that they can learn completely on their own and they can further develop their creativity, sociability and intelligence.

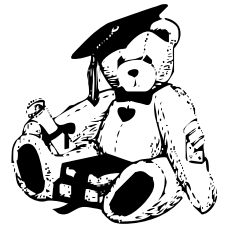
Another reason why the free play is very important is that the children must always have the opportunity to put their theoretical knowledge in connection to a play situation and to imitate.

If children can not apply the theory in practice, which means that for them theory and practice (play) are not in balance, the child stands still in its development, because it can not absorb more and more theory.

The facets of fantasy is a necessary part of the child's world and the Parkside nursery has taken this up by providing a rich environment in all fields of creative activity.

The daily offers include a wide range of activities such as free play, movement, music and arts and crafts.

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3.2 Free motion development

The facilities of the rooms are designed in part according to the basic principles of the infant and toddler educator Emmi Pikler, ie, we set up the rooms with different movement elements.

It is important for children to have their movement experiences. This means that they need numerous occasions, for example, to learn the laws of gravity, to balance, explore, etc., and to learn on their own body. It is essential that they follow self-imposed tasks and that they are free to experiment with their bodies, while learning their own limits, to make mistakes and to learn from them. It is an essential task of the Parkside daycare to support the child in his age-appropriate independence, so that they learn themselves to do things and build security and confidence.

For an infant / toddler a free, non-accelerated, but not delayed motor development in a prepared environment is very important.

The babies, when they are awake, can lay on a blanket, a mattress or a carpet on the back. From this natural position they explore their environment and develop their movement possibilities.

The children are not forcibly placed, but may independently seek and try new positions. This leads to well-trained muscles, harmonious movements, good self-assessment, self-reliance and healthy self-esteem. The prepared environment consists of age appropriate toys, crawling boxes, moving items, baskets, homemade tunnels and so on.

Outdoors there is a chance to crawl on uneven surfaces and stairs and to run, or to play with sand, water and stones, not unnecessarily restricted, but also not pushed by the adults.

The adult assumes an outwardly modest but inwardly accompanying and sympathetic attitude and helps the child if necessary.

4. 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."

Between 7.15 and 9.00 a.m., the children can be brought into the Parkside daycare. During this time, both groups (i.e. 3 months to 3 years) are in the same rooms. This way the contact between the babies and the older children can take place. Here, the younger children learn from the older ones, and even the older children learn how to deal with younger children.

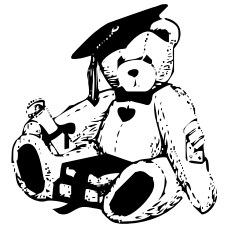
For us it is very important that this contact happens as the babies will move to the mixed age group when they are about 2 years old.

Between 9.00 and 11.45 a.m. we have free play, walks, activities, crafts, individual meals and sleep times.

At 11.45 a.m. there is a common lunch for the children who want to eat at this time.

From 12.15 to around 02.00 p.m. we have rest time.

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In the afternoon we go outside or play in the premises, and the individual meals and sleep times are held here.

4.30 till 07.00 p.m. is the pick-up time. From around 05.30 p.m. the children of both groups spend time in the same rooms, so that the contact between the groups takes place again.

For us it is very important that we can maintain the normal rhythm of the child, so we structure the individual daily schedule in consultation with the parents.

5. 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 to the babies' food, so that each child gets age-appropriate food. The Parkside daycare offers mash (vegetable mash) and we ask that the parents bring the milk powder.

6. 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.

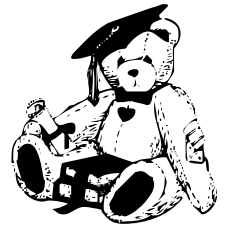
During this starting period you and your child will have the opportunity to meet the staff, explore the facilities and new surroundings and see how a day progresses at the day care center. The parents (mother or father) must accompany the child (ren) during the initial phase of familiarization. Later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

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 if it is 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 his/her new surroundings. The child would

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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.

7. 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.

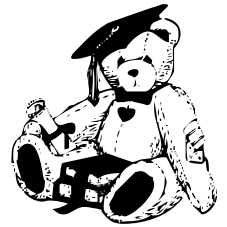
It is our aim at Parkside School to encourage the child's curiosity and desire to move. A core task in a child's first two years is the individual development of movement. Our premises for the very young children are therefore mainly kitted out for movement. Processes such as lying on their backs to turning over onto their tummies, from sliding to crawling, from sitting to standing and then to walking are facilitated. 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.

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)

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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.

It is also very important that the children feel comfortable while sleeping, so they come to rest and recharge their energy. Therefore, we have a separate bedroom.

There are also children who prefer to sleep with the sounds of voices, so we have a baby-hammock in the dining room.

8. 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.

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.

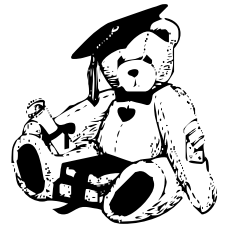
9. Teamwork

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.

10. 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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11. 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.

12. 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.

13. 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
- Status discussions
- 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 on **Tel. 044 720 4268**

www.parksideschool.ch; info@parksideschool.ch

KonzeptBabies2022-english