SUNFLOWER MONTESSORI KINDERGARTEN

Tender Tots Childcare

Prospectus

Introduction

We provide high quality childcare in a stimulating, safe and secure environment, enabling all children to reach their full potential. We promote social, emotional and intellectual development through children's interests and play.

We seek to prepare every child for life, so that they are equipped emotionally, academically, intellectually and socially to face all of life's joys and challenges and contributing positively to the society.

Our aim is to:

- Provide high quality care and education for every child in a safe, secure and stimulating environment.
- Enhance the development and education of the children under statutory school age in a parent-involving, community based group.
- Work within a framework that ensures equality of opportunity for all children and families.
- Offer the children and their parents a service that promotes equality and values diversity.

We offer your child:

- A specially tailored Early Years Foundation Stage (EYFS) curriculum helping children attain the early learning goals.
- Individual care and attention made possible by high ratio of adults to children.
- Positive relationships, working with parents and carers.
- Opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.
- Montessori approach to education alongside the Early Years Foundation Stage curriculum.

Montessori and Early Years Foundation Stage Curriculum

About Montessori Education

Maria Montessori, was born in 1870, and was the first woman in Italy to receive a medical degree. She worked in the fields of psychiatry, education and anthropology. She believed that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon. She believed in children doing things for themselves carefully and competently, such as carrying furniture, setting tables, pouring drinks and washing their hands; and engaging in activities which absorb and interest them.

Activities of Everyday Living

In activities of everyday living they develop their ability to look after themselves and their surroundings. They can practice dressing skills on specially made frames. They use little jugs filled with beans or rice and then water to practice pouring; they spoon, scoop, or use droppers, tweezers and even chopsticks to transfer from one bowl to another.

Sensorial

On the Sensorial shelves there will be specially designed materials to encourage development of the senses, such as the pink tower; sets of cylinders graduated in size; cylinders with knobs which have to be fitted into the right holes in a block; smelling bottles; fabrics to sort by touch; sound boxes to discriminate different sounds. These help to stimulate and refine the five sensory areas and also prepare the child for reading, writing and mathematical concepts.

Cultural Subjects

The Montessori curriculum also provides a sound introduction to science, botany, zoology, geography, french and history. The cultural studies are approached through time lines, maps, and project work.

On festival days, children may celebrate by tasting exotic foods, learning songs from other countries or have a guest or parent to show and tell about special costumes and celebrations. Nature walks encourage the children to become aware of their natural environment.

Prime Areas

Personal, Social and Emotional development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults.

Through activities, conversation and practical example they learn acceptable ways to express their feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Communication and Language

The children are encouraged to listen attentively in a range of situations; concentrating and sitting quietly to listen when appropriate. They are provided with numerous opportunities to listen to and enjoy stories, to anticipate key events and to respond to what they hear with relevant comments, questions or actions.

Each child is given ample opportunity to speak and to be listened to: in small and large groups, adult led or child initiated activities or role play. Children are encouraged and supported in extending their vocabulary to reflect the breadth of their personal experiences.

Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their body skills. A high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, the children are developing the fine motor skills they will need to use tools, including pens and pencils, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their bodies and of what keeps them healthy, as well as manage their basic personal hygiene and needs successfully

Specific Areas

Literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by speaking and listening, as well as responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, to handle and be aware of their uses, both for reference and as a source of stories and pictures.

Mathematics

By means of adult supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences. When they are ready, children are encouraged to use simple mathematical operations such as adding and subtracting.

Understanding the World

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also the wider community. They learn to respect other people, and expect to be respected. A range of safe and well maintained equipment enables children to develop their enjoyment and understanding of technology using remote control cars, CD players and microphones, V-Tech toys and laptop.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their ideas and feelings and to construct their individual responses to experiences in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources provide an open-ended exploration of colour, shape and texture and the development of a range of skills. Children join in with and respond to music, dance, circle games and stories, and there are many opportunities for imaginative role play, both individually and as part of a group

Our Policies

Our policy statements are available on request. All policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

Special Educational Needs and Disability

We aim to provide equality of opportunity for all members of our group, including children with additional needs. Each child is able to progress at his/her own rate in all areas of development. We work with professionals who support children with additional needs, and we operate in accordance with the government's code of practice on Special Educational Needs and Disability.

You are welcome to discuss your child's needs with the Pre-school Manager or your child's Keyperson. Our Special Educational Needs and Disability policy is available on request.

Child Protection/Safeguarding

We comply with procedures approved by the Local Safeguarding Children's Board. We intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

Medication

If medication is needed by a child during Pre-school hours this must be discussed with the Manager. Any child suffering from any of the following should be kept at home for 48 hours or until a doctor has certified that the symptoms are non-contagious - rash, sore throat, discharge from eyes or nose, diarrhoea or sickness. Should the child become sick whilst attending the kindergarten every effort will be made to contact the parents. There is a medication record in the kindergarten; the parent or guardian must give a written permission to staff to administer medicine.

Starting Pre-School

The First Days

An unhappy child will not play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on settling in is available on request.

What to Wear

In order to feel free to explore with all kinds of materials, including messy ones, children should be sent in clothes which are easily washable or not too new.

It is good for children to practice the skills which make them independent. Simple clothing which they can handle themselves when using the toilet encourages this. If earrings must be worn then studs/sleepers are advised. *Appropriate footwear is essential for safety*. Website for the Uniform www.redoakroller.co.uk

What to bring

Please provide your child with a bag, change of clothes; indoor shoes; outdoor clothes like wellington boots; scarfs and hats. Please name your child's clothing to avoid identification problems arising.

Staff

All staff are aware of the policy on confidentiality within the group and we ask that all parents/ carers to be aware of this as well. If at any time you have a problem or complaint – please speak to the Pre-School Manager. Ofsted's parent poster is displayed in the foyer should you want to contact them.

Change of details

We ask all parents/carers to advise us immediately of change of details i.e. address, telephone numbers or named person collecting your child.

Snacks & Meals

We offer and promote a well-balanced and nutritious diet. A snack is available comprising of cereals, toast, fruits, milk & water. The children are free to help themselves throughout the day to water.

Daily menus are displayed on the Parent's notice board. Packed lunches should be brought in by children who attend lunch club and should include a nutritious, well-balanced selection of food. This could include food such as healthy sandwich, fruit, yogurt and a drink. Please tell us about your child's dietary requirements and we will make sure these are met. An extra cost of 80p for snacks.

Terms of Attendance

- The minimum attendance is 2 sessions per week
- Staff members will not release any child to any person other than the parent unless that person is first introduced to the staff by the parent/guardian and is confirmed in writing or has the family password.
- It is important that the Manager is notified if any child cannot attend due to illness.
- We cannot accept responsibility, including the repayment of fees for any child removed from the kindergarten for the purpose of holidays, illness etc.
- We encourage children to be dressed in our pre-school uniform. Please see the Manager for the details of our supplier.

Password

If the child is to be collected by somebody who is not known to the nursery staff, please supply the nursery with name, relationship and telephone numbers of any such people together with a photograph. This is to protect your child. Please assist us as much as you can.

Notice requirement

A month's notice is required in writing if you wish to withdraw your child from the nursery. A term's fee will be payable if notice given is less than a month.

Dropping off and collecting your child

Children must always be collected on time at the end of each session and must not arrive at the nursery before the beginning of their session. This is very important as we may otherwise exceed the maximum child numbers permitted by our Ofsted registration. Persistent late collection will result in additional fees being charged at £5.00 per 5 minute period or part thereof.

Fees and Session Times

Fees are to be paid termly in advance and must be received in full on or before the first week of term. Invoices for fees will be sent out during school holidays prior to commencement of the new term. ***Fees and childcare vouchers received after the first week of term will incur a 10% interest charge.***

We are open Monday to Friday term time only between 0900 and 1500. Please speak to the Manager regarding spaces and availability.

Session	Time	2 Year Old Fees	3 & 4 Year Old Fees
Morning Session	0900 - 1200	£31.50	£30.00
Lunch Club	1200 - 1300	£10.50	£10.00
Afternoon Session	1200 - 1500	£31.50	£30.00
All day Session	0900 - 1500	£63.00	£60.00

**Fees are subject to change and are reviewed at the beginning on each session.*

Contact us

You are welcome to visit our setting during our opening hours or contact us through email or by telephone.

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