

## **WELCOME!**

Our Center is pleased to welcome you and your child or (children). We appreciate the thought and concern you have given in the making of your choice. We want you to know that the philosophy of this child care center stems from our efforts of a decade in the business of creating "AN ATMOSPHERE OF LOVE AND APPROVAL" for children. Our certified staff of teachers and aides will support your child as he/she explores, expresses, and grows. We have chosen to work in this field because of the tremendous importance of the early childhood years. We know that this is a special time in your child's life and we are happy to be a part of it.

Licensed capacity is 49 children including 1 infant, 8 toddlers, 40 preschool and school age children not to exceed 15 school age children at any one time of the day.

Kinder Korner does not discriminate against a child's race, color, national origin, or religion. Care will not be denied to a child because the child has a disability. The director will assess the needs of the particular child and balance them against the size of the program's budget, staff and other resources.

## **OUR PHILOSOPHY**

The philosophy of Kinder Korner is based on a set of strongly held beliefs:

We believe that each child is a unique individual. We are sensitive to a child's social, emotional, intellectual, and physical needs. We provide developmentally appropriate programs that focus on the process of learning and help children enjoy successful experiences. We encourage not just learning, but the love of learning.

We believe in providing a physical environment that is safe, clean, healthy, and oriented to children. Classrooms are arranged to offer challenging play and learning choices at a range of developmental levels. Activity areas allow children the opportunity to explore, to experience, and most importantly, to succeed.

We believe that the strength of our program is in the dedication of our teaching staff. We support our teachers with training, resources, and freedom to create a unique learning experience for children. We provide many opportunities for teachers to share ideas and grow professionally. Our teachers create a caring and nurturing atmosphere and foster each child's creativity and positive self-image.

We believe in positive methods of discipline. We establish consistent, age-appropriate limits to help children function in their world. Our programs are designed to develop in children a sense of independence and responsibility. We desire to strengthen each child's own cultural identity, while instilling a respect for others who might be different.

We believe parents are the most significant adults in a child's life. We strive to create mutual respect between parents and teachers: a partnership for the benefit of the child. We encourage daily communication between parents and center staff. Our doors are open to parents at all times.

Kinder Korner is an organization that values people: the children in our care, their parents, and our employees. We continually work to earn the trust placed in us. We strive each day to be the best provider of early childhood educational services.

The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking). In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors, and they notice relationships between things.

In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an airplane or a block is a hamburger. These early symbols – the stick and the block-are similar in shape to the objects they represent. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read~ pictures which are symbols of real places, and things. This exciting development in symbolic thinking takes place during the preschool years as children play.

Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

## **THE GOALS OF OUR CURRICULUM**

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners.

We're teaching them how to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development:

- **Social:** to help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- **Emotional:** to help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- **Cognitive:** to help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas observations, and feelings.
- **Physical:** to help children Increase their large and small muscle skills and feel confident about what their bodies can do. The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily Schedule, and talk with children are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

## **THE FIRST FEW WEEKS**

(Adjusting to the Center Environment)

The first few weeks in any new environment can produce anxiety for your child. The Director and Teachers are sensitive to these feelings. Our staff is trained to be alert -and aware of your child's reaction to this new environment and will make every effort to help your child adjust as easily as possible.

There are some things you can do as a parent to help ease the adjustment period:

- Take time to get to know the teachers and staff involved in the care of your child. Since your feelings may be indirectly communicated to your child, it is important that you feel confident in the staff's abilities and comfortable about bringing your child to the center.
- If Possible, plan to spend an hour or two visiting the classroom with your child on or before the first day of attendance.
- Talk with your child positively about the center and the things he/she will be doing there.
- If you anticipate a problem in separation, discuss this with the staff and decide on a procedure to follow In advance. We suggest that after the necessary signing in and exchange of greetings, you say to your child, "Goodbye. I will pick you up later. I know you will have a good day," and then leave the building. This method may seem abrupt, but it will minimize separation anxiety for your child. This is preferred to "sneaking out" because your child is well informed and has the opportunity to say goodbye to you
- For younger children especially, it may be helpful to bring a special object from home, such as a stuffed toy or blanket. This may help the child in bridging the gap from the familiar to the unfamiliar.