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This booklet is provided to give you information to make your relationship with Management and Teachers positive and to meet the needs of your children at the highest level.

### **Mission Statement**

Tiny Wonders Early Learning Centre believe that we can provide a future-proof foundation for children's learning through play based exploration in pre-math, pre-literacy and the virtues for our over 2's and Magda Gerbas philosophies for under 2's. The outcomes of the application of these philosophies will be polite, respectful, resilient children, who are confident curious achievers, tolerant and supportive of others and who know there are no mistakes or failures only new learnings.

### **Philosophy**

Tiny Wonders believes that:

- Parents/Guardians gives us their trust to care for and educate their child/ren with respect and dignity. We endeavor to uphold that Trust.
- Children are natural learners and when given the opportunity to interact with good teachers, their peers, a well prepared environment free from clutter and visual pollution, they will flourish.
- Children learn best when the environment is predictable and stable but spiced with manageable novelty.
- The family values and culture of each child are unique and will be supported and strengthened throughout the centre values and practices.

## **Operating Hours**

7.30 am to 5.30 pm Monday to Friday

Whole year excluding statutory holidays.

## **Meals**

All food is supplied by the centre. This consists of breakfast, morning tea, lunch, afternoon tea and late snack. A daily menu is posted on the notice board so that you can be aware of the variety your child has daily, water is served at all meals and fresh fruit is served twice daily.

## **What to Bring**

Summer - Changes of clothing as we have water play morning and afternoon.

Winter - 2 changes of clothing and enough warm gear for outdoor play.

Children who are in toilet training need at least 6 pairs of clean underwear and 3 – 6 changes of shorts/skirts/trousers (1 set of extra socks and shoes in winter).

Infants - Formula and bottles sufficient for each day.

Toddlers - Formula until they change to milk after at least 1 year (we will provide whole milk).

Please name all clothing clearly and pack in a reasonably sized bag. Please dress your child in 'old' clothes, as they do get messy with paints, glue etc. While we do provide aprons, there is not always that guarantee that they will come home the way they arrived. A locker or hook will be provided for your child.

## **Settling In**

This can be a difficult time for parents as well as the child. We encourage parents/guardians to stay for as long as they feel comfortable to. Activities are set out each day, and we welcome your input as to what activities would best suit your child to make this time easier for them as well as yourself. A favourite toy or cuddly is always welcome, as there is no better comfort than something from home that belongs to them. Please feel free to discuss your child's needs with us so that we can help them settle better, they may have had a late night, feel tired, not had breakfast etc. You cannot give us too much information.

## **Medicines/Illness**

Medication prescribed by your GP which is current and has your child's name on it, can be given provided you sign the permission form for each day the medicine is to be given. Please contact the centre if your child is sick and unable to attend. Please do not send your

child if they have been vomiting, had diarrhea, high temperature, unidentified rash or inflamed throat or eyes as this can cause cross contamination and other children to become sick.

Should your child become sick during the day or have an accident we will ring you. We respectfully ask that you come within the hour, particularly if your child could be infectious. Please ensure your contact details and emergency contacts are up to date at all times.

## **Child Profiles**

We observe children to 'capture' a picture of their development interests skills and attitudes to learning. The information gained enables us to compile a profile of how well your child is doing. We take photos of the children's interests and significant art work. The information is collated and analysed and a new set of goals formed for your child. We invite your input into the process, your 'voice' on your child is significant and is most welcome.

We also invite you to sit down with your child to 'read' their profile with them. You are welcome to write notes in it (please put a date beside your comments and suggestions and sign them). You may also borrow the profile to take home and share with other significant people in the life of your child. (Please sign the note book and date the entry so we know where it is and tick it off when you bring it back).

We ask respectfully that you do not invade the privacy of other families by accessing other children's profiles.

## **Drop off and Collection of children**

Children must not be dropped off before 7.30 am nor picked up later than 5.30 pm. All children must be signed in and out by you on the sign in sheet by the main entrance. Please be on time to collect your child. Please note penalty fees are incurred if you are late to pick up your child/ren.

A late fee of \$10 per 5 minutes (or part thereof) per child will be charged for collection after 5.30pm.

Staff will not release a child to a person who is not identified on the Enrolment Form, or who hasn't been identified by the parents. If an unauthorised person comes to collect the child, parents will be contacted by the Supervisor for authorisation.

## **Fees**

Once you have decided the days and sessions you want your child in our programme, we will then customise your bill so that you will be charged weekly according to what you have booked. Invoices will be issued weekly and fees are to be paid a week in advance. Fees are payable by automatic payment.

## **Fee Structure**

(Fees before winz subsidies)

### Under 3 year olds

Part Time: \$7.00 per hour capped at \$55.00 per day

Full Day: \$55.00 per day

Full Week: \$245.00 per week

### 3 and 4 year olds

20 hours Free (providing 20 Hours ECE Declaration Signed)

\$7.00 per hour over and above the free hours (or if Declaration not Signed)

## **WINZ Childcare Subsidy**

If you qualify for a WINZ subsidy the centre will be able to help you apply, forms can be obtained from the centre. Full fees are to be paid until your subsidy has come through, any payments will then become credit.

**Our Programmes are based on the Early Childhood Curriculum Te Whariki.**

**What this means for Children**

## **Birth to Mobility:**

*Magda Gerber's philosophy of infant educare used at Tiny Wonders Early Learning Centre and a 'primary care' system which complements this philosophy.*

Magda Gerber is a Hungarian who became interested in infant care when noticing how her paediatrician spoke to and attended to her own preschool children. This was Emmi Pikler who founded the Emmi Pikler Institute in Budapest.

Pikler was involved in the care of babies and young children who were living in the Loczy Orphanage after the war in Europe. This care was given in a respectful, responsive and reciprocal manner with consistency and predictability in the babies' routines.

Gerber began talking about respectful care in the 1970s which was somewhat controversial at that time as respect was seen to be something that children should learn to give adults. Gerber believed that respect must go both ways. Gerber believes that if we treat infants with respect they will become autonomous / self-initiators.

She believed that babies need:

Dignity;

appropriate and timely response to needs;

consistent communication;

recognisable routines;

respect;

their competency verified;

space and attention

help not rescue;

a safe, predictable environment

the undistracted presence of their particular caregiver;

The caregiving routines are the basis of the curriculum for babies so they are allocated a 'primary caregiver' who cares for them in feeding, sleeping, nappy-changing and play. Primary caregiving allows the teacher to get to know your baby well and build a good partnership relationship with you.

What can you expect from this philosophy for your child?

A positive trust between your child and their primary caregiver (and a back-up for meal breaks and sickness).

Your child always fed on the primary caregiver's lap until they are developmentally able to sit unsupported, in a toddler's chair (with arms), at a low table for meals. (This transition will occur in full consultation with you.)

Your baby always being placed on their back for play from where they can move to a position matching their developmental stage, e.g. rolling, sitting, crawling, pulling up.

The nappy-changing routine which always follows the same procedure, with talk, which engages your baby in the process.

Your infant protected from older babies and not handled by ancillary staff, other parents or visitors.

Your baby put to sleep in the same routine way each time, developing predictability.

Respectful attention that verifies their competence.

Your baby handling passive toys such as large handkerchiefs, scarves, stainless steel bowls, blow up rings, large sieves, water bottles filled with water, until they can find their own interests among the other playthings then once moving interesting treasure baskets are available.

A calm but interesting environment which does not over-stimulate or is overly cluttered.

This environment changes for your baby once they are crawling, cruising and ultimately walking, as they become more able to follow their individual interests.

You will not see highchairs, bouncinettes, jolly jumpers or any similar device that separates the baby from freedom of movement and the holding closeness of their primary caregiver, nor will your baby be put into any position they cannot do themselves, such as propping up on cushions or sitting in a baby doughnut.

Please feel free to ask for any further clarification about this philosophy of care for your baby.

## Toddlers:

Once baby is sociable and comfortable around other young toddlers and teachers they are transitioned (with Parent/Whanau input and approval) to the Toddler area. They are able to return to the Infant area for sleep and time out if they need it.

The Toddler area has more open floor space with equipment predominately around the perimeter and direct access to a specialty surfaced play area outdoors.

There is a strong emphasis on natural play materials and similar treasure baskets and scarves to those familiar objects in the baby area. In addition there is a fine selection of material for heuristic play with objects which is set up as a transition time from sleep in the early afternoons. Sand and water and basic creativity are introduced at this stage also. Equipment for pushing, pulling and riding on is also available.

Toddlers stop what they are doing briefly for mat time twice a day with their teachers support as part of a gradual increase in skill and confidence for transitioning to the Preschool.

Toddlers adore water in any shape or form and messy play and we cater for that; however we acknowledge that although sociable and happy to play alongside their peers they are unable to share, so . . . . we provide multiple numbers of the same object, but limit the choices to avoid confusion for them. All toddlers are observed regularly to ensure that what is provided is matching their interests.

Toddlers have a simplified version of a pre-school environment where puzzles, manipulative equipment, construction, books, family play and dress ups are available at varying times throughout the day.

Toilet training between 2 and 3 years is an important milestone for the Toddlers. We work in partnership with parents to get started when the child becomes interested. We don't worry about accidents but support your child to be an independent toileter.

Transition occurs in short steps building up confidence and with the support of a Toddler teacher.

# Preschoolers:

## Independent skill acquisition, risk taking to school readiness

Once transition to the preschool area is finalised, the curriculum is designed to build skills through play based single or group activities alongside peers. Independence in all self-help skills is a major focus. Routines and rituals give order and meaning to time, and the predictability of these give stability to the children's days.

## Virtues

Tiny Wonders values virtues such as tolerance, co-operation, compassion, patience, perseverance, empathy, personal responsibility and self discipline. These are qualities which will support children as they grow and mature into responsible adults. Staff will model these virtues as well as providing clear limits and boundaries for the children. Praise and encouragement will be used to reinforce examples of the virtues when they are observed plus the reading of appropriate stories.

Foundation skills for literacy and mathematics are given through the use of graded materials with increasing complexity, leading to; a good understanding of book conventions (vital for beginning readers), a love of story telling and good listening skills with comprehension of beginning middle and end of stories, knowledge of the alphabet (symbols and sounds and blends), enjoyment of mark making from random scribbles to recognisable letters and recognition of and the ability to, write their own name, understanding of mathematical concepts of more (addition) and less (subtraction), grouping of like objects (mathematical sets) through sorting and matching, spatial awareness through the use of precisely graded blocks giving rise to balance, symmetry, understanding of concepts of behind, in front, onto, underneath and beside, rich accessories with blocks to encourage fantasy, creativity and imagination, science materials to understand magnetism, electricity, light, sound, water, air, animals and plants, natural materials like sand, water and clay to understand sinking, floating quantity, building and moulding these leads to strengthened hands so your child will be able to write longer once at school.

## Activities to promote and encourage strong finger grip for later pencil work such as

Small manipulative materials for threading, screwing and building

Puzzles form boards, mosaics, lego, duplo, cogs and wheels.

## Activities to promote creativity

Painting, easel and table top

Collage (use of glue and materials for making patterns, useful for mathematics)

Box construction (3 D collage)

Formal mat times before morning tea and afternoon tea for a story and singing. This encourages them to be part of a group but paying attention to the teacher.

Variety of pens, markers, crayons, chalk, dyes and clay

Messy play such as gloop, finger paint for rhythmic movement of fingers, wrist and arms, pattern making, texture and relaxation.

### Music and movement

Musical instruments assist the development of sound discrimination which improves auditory skills required to hear the slight differences between letters and words.

Movement aids in building co-ordination as do action songs and nga poi.

Group games such as board games, large floor puzzles indoors and Duck duck goose and other like games outdoors

### Outdoor Play

Large muscle groups are developed through running, climbing, jumping and hopping whilst ball skills develop hand and eye co-ordination for writing and tracking skills for learning to read. The left and right sides of the brain are also strengthened.

### Family and dramatic play

Social co-operation and role playing allows children to act out emotions and experience differences between families. The grouping of objects when laying the table is the beginning of one to one correspondence (1 person 1 plate) and table setting are both pre-math exercises. Shopping develops list making (literacy) money (mathematics) and sorting items (mathematics)

### School Readiness Programme

In the term before your child goes to school you will see a shift in focus whereby, we programme the day so that there is time for individual and group work with the emphasis on attention, following instructions and confident self-help skills.

### Responsibility for the Environment

Children will be expected to increase their ability to return materials appropriately when finished their work as well as helping with tidy up before meals and going home time.

