

Campbells Bay

EARLY LEARNING CENTRE







Campbells Bay is a bespoke, aesthetically designed Early Learning Centre, incorporating a historic church in tranquil native bush surroundings, located close to the village centre.

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Welcome to Campbells Bay Early Learning Centre

We welcome you and your child to what we trust will be an extension of your home. By working together we will provide an environment that promotes quality child care and education.

Every child is unique and multifaceted. We never try to fit them in any one box, because we're all different shapes, sizes and colours. Our team are passionate about nurturing and celebrating the things that make each child unique. But we also know there are some things all kids have in common. That's why we foster a place of love, respect and belonging – creating a truly special environment where kids can really thrive.

Campbells Bay Early Learning Centre is aiming to become the leading family orientated centre in the local community, where children are supported to develop working theories, grow social competence skills and be well prepared to thrive in an ever changing world.

We would like to extend an invitation to all prospective parents and whanau to join us for a tour around our unique Centre.



About Our Centre



Campbells Bay Early Learning Centre is proudly New Zealand owned and operated.

Organisational Structure

Adrian Rowan is the Centre Licensee and has negotiated a charter with the Ministry of Education, which entitles us to receive bulk funding from them. Compliance with the Education (Early Childhood Centres) regulations is monitored by the Education Review Office. Parents are asked to contribute to policy development, review and decisions concerning their child's care and education.

Our kaiako, teachers are inspired by the practices and philosophy of Dr Emmi Pikler and Magda Gerber. Our interactions with the tamariki are respectful, peaceful and predictable. We believe in doing with, not to children. We encourage all children to be the masters of their own movement, not putting them into positions that they cannot get into themselves. We do not use highchairs or other apparatus that could restrict children's natural movement. Whilst this practice is evident throughout the Centre, this is most visible in our infant rooms. We strongly believe in slowing down and having peaceful interactions with children.

Our Values

Manaakitanga
To extend aroha to all



Kaitiakitanga

To respect our environment



Kotahitanga

To be a community of learners together



Rangatiratanga

To determine our own destiny



Philosophy

We, as qualified and motivated educators with a best practice approach to Early Childhood Education offer a firm commitment to work with families and communities in children's education and care by making our children at the heart of what we do. We celebrate and respond to the interests of children respecting individual strengths, keeping alive their natural curiosity and their ability to learn through active exploration.

Through this they will continue to be self-propelled learners with a desire to continue to acquire information as a consequence of ongoing interactions between people and their environment.

We recognise the challenges of the 21st century and promote the attitudes, knowledge and skills that enable children to acquire the dispositions needed to overcome adversity. we achieve this by providing an environment that is treated as a living space, where both planned and spontaneous learning through play happens in tandem, where cultures are celebrated, where children are treated with respect and dignity and children's holistic development drives our practice.

Our teachers work with the Principles, Strands and Goals of Te Whāriki - He Whāriki Mataranga mo nga mokopuna o Aotearoa - The Early Childhood Curriculum.

- The Early Childhood Curriculum will reflect the holistic way children learn and grow.
- The Early Childhood Curriculum will empower the children to learn and grow.
- Children will be given the opportunity to develop knowledge and an understanding of the cultural heritage of both partners to Te Tiriti o Waitangi.
- The wider world of the family and community is an integral part of the Early Childhood Curriculum.
- Children will learn through responsive and reciprocal relations with people, places and things.

Our Priorities for Learning encompass the Strands of Te Whāriki:

- Healthy Minds and Bodies
- Social Competence
- Resilience
- Technology
- Risk Taking
- Early Literacy

Our Programme

Our centre provides child-centred developmental programmes.

The programming is based on observing children on a regular basis, evaluating their needs and planning learning outcomes from these observations. We aim to develop programmes to meet the children's needs and therefore enhance individual development. Each child will be guided to develop at an individual pace according to his or her unique way. Programmes are evaluated regularly and are founded on the guiding principles of Te Whaariki.

Our practices reflect the multicultural heritage of our community, and emphasise non-gender stereotyped behaviour. We recognise early learning facilitates the development of confidence, independence, and an interest in learning for our children. Indoor and outdoor experiences are an integral part of our programme and routine.

Play is central to our curriculum, it is a child's unique way to learn about their world. It is a means of expressing knowledge from previous experiences. We aim to provide opportunities for boys and girls to play freely regardless of stereotype roles they may choose.

Routines give children a sense of predictability, they help children to feel a sense of stability and what will be happening next. We endeavour to provide an atmosphere that is warm, accepting and welcoming to both children and their families.

We believe infants, toddlers and preschool children have their very own unique needs and learning requirements. Each age group has their own play spaces, allowing for developmentally appropriate play. When appropriate, teachers may take children into other areas to explore or play.

Our emphasis on maintaining a home-like environment ensures children are provided with a quality programme that is tailored to the appropriate development levels.

Campbells Bay Early Learning Centre has three key areas, consisting of six age-appropriate rooms and shared outdoor spaces.

- Under two's area; *Tui, Kiwi, Kea*
- Over two's area; *Weka, Korora*
- Pre-school; *Ruru*

Whanau will receive detailed information about their child's room including the philosophy and routine. Transitions between rooms are seamless for our children and are a natural progression.











Information

Hours

The centre is open Monday to Friday from 7:30am-6:00pm. We are closed on public holidays, and between Christmas and New Years.

We ask for your co-operation in dropping off and collecting children within our operating hours. If at any time you have an emergency and are going to be delayed, please contact the Centre immediately. Staff can then allay your child's concerns and make plans for their own commitments. A late fee may apply if your child is left at the Centre after closing time.

Orientation and settling

A key teacher will be allocated to welcome and support new families and children prior to beginning orientation visits. We require at least two orientation visits, and each visit is 30 – 45 minutes. During orientation visits, parents will be encouraged to stay with their child. Once the teacher and parents feel the child is settled, the parent can leave the room and is welcome to sit in the family lounge. The parent must not leave the building during orientation visits.

In the Infant Room, a journal will be provided for both parents and teachers to write about your child's day.

On the first orientation visit, parents will be given a 'Transition Information' form to fill out, in consultation with the new teacher. In the Under Two's room, this information will go directly into the child's journal.

Teachers will also give the new family an enrolment pack that will contain information about the new room and the teachers.

Teachers will be aware if a child shows any signs of distress when his or her parent leaves, offering comfort and support to the child.

Children are welcome to bring their cuddly, special blanket or toy from home. We do, however, ask that regular everyday toys are not brought into the Centre, if these are lost or broken, it can be very upsetting for the child.

We enjoy visits from grandparents, younger and older brothers and sisters, and friends once your child has settled.



Parent involvement

We operate an open door policy, where parents and family are welcome into the Centre at any time. Parent participation sends strong positive messages to your child that you support them and part of the childcare environment. The staff sincerely wishes for you and your child to be happy and feel welcomed at our Centre. Be aware that a three-way relationship between parents, caregivers and the child exists in this setting. Communication is a vital ingredient to the success of this relationship.

Staff

We are committed to staffing the Centre with skilled caring educators. The Centre has fully qualified and registered staff, and staff who are in training. Staff also participate in professional development regularly. Please refer to our website for a list of our current staff members. This is also displayed in each room and attached to the daily sign in sheets

Our adult to child ratio is regulated by the Ministry of Education. The staff required to work with the children under 2 years old is 1 adult to 5 children and for over 2 years old the ratio is 1 adult to 10 children. We aim to provide better than this ratio at most times of the day with 1 adult to 3 infants, 1 adult to 4 toddlers and 1 adult to 7 pre-schoolers.

Students, volunteers and visitors

From time to time, you will see new faces at the Centre. Relief staff and volunteers are screened before participating in our daily activities and must adhere to our philosophy whilst at the Centre. At no stage will a volunteer worker be left in charge of a group of children. However, they will interact with the children, giving help and attention as needed. Early learning teacher training students are also supervised at the Centre during the practical component of their course.

Visitors are required to sign on arrival and departure of the Centre.

Attendance

A responsible adult known to the manager and staff must bring children into the Centre. Only authorised persons (as indicated on the enrolment form) will be allowed to collect children from the Centre. Please notify the manager in writing if you make any changes to the adult able to collect or drop off your child. An adult other than one known to the Centre requires photographic identification.

Parents with custody orders must provide a copy to the manager.

In the case of a non-custodial parent arriving to collect the child, the manager will contact the police and provide a copy of the order for the police to enforce.

A child will not be allowed to go home with a parent/guardian in contravention of a custody/court order held at the Centre. However, in the event of a non-custodial parent gaining access to a child, the Centre cannot be held liable.

Staff are always concerned about your child's welfare, so if you are aware of any intending absence, could you please inform the manager and your child's teachers.

Parents must give at least two weeks notice before withdrawing their child and two weeks notice if you wish to change your session days. Session time changes must be in writing. Please ask the administrator or manager for the appropriate form.

Food

All of your child's food is provided by the Centre, created fresh daily by our Centre Chef. We work with a local nutritionist to ensure our meals are healthy and provide a varied diet. Please ensure your child brings a water bottle each day.

The weekly menu is posted on Storypark on a Monday, and it is also on display in each room and in the chefs kitchen. Children who require a special diet will need to look on the class noticeboard each day. It is important that any food allergies be advised to staff on enrolment (or as they develop) so they can be posted in the kitchen and strictly followed.

Toileting

Routine toileting times are provided before meals and naps to encourage good habits and independence in children who are ready (cognitively, physically and emotionally). During toilet learning, staff will endeavour to support efforts made at home. Please feel free to discuss any special needs with staff. Please make sure you send plenty of changes of clothes during this time, as a few accidents are unavoidable.

We are committed to providing a sustainable practice therefore cloth nappies are used in our infant room. The re-useable nappies are provided by the Centre. Please ensure you provide your own re-usable or disposable nappy for the last change of the day.

For toddlers and young children, parents must supply sufficient nappies for their child's day (this may vary from 4 to 8) as the Centre keeps only a limited emergency supply on hand. If you are using reusable nappies, please provide a sufficient amount of liners and a wet-bag.

Rest

All children are offered the opportunity to have a special time to relax or rest during the day; it enables them to gather their thoughts and strength for the rest of the day. It is our policy that if a child falls asleep, they are in need of a rest and will not be woken unless parents have requested otherwise. It is also our policy that if a child takes longer than 30 minutes to go to sleep, we will not force them. Some children may not need sleep, for these children we will set up quiet activities.

Clothing

All clothing, shoes, cuddlys and bags must be clearly named. Because play and exploration can often be wet or messy, children should be dressed in old or play clothes, and a spare change should be packed everyday. In winter, rain attire and gumboots are essential. In summer, sunhats are to be provided for outdoor play, and we ask you apply sun block to your child before the start of every day, we will apply it thereafter.



What to bring

Parents need to bring the following items in a named baby bag or schoolbag.

Under Twos

1. Infants; a nappy for the last change of the day. Toddlers; enough nappies for the day/ week or a whole packet.
2. Milk or milk powder – enough for the day.
3. Complete spare set of clothes and extra singlets.
4. Items the baby is attached to eg. dummy, teddy bear, etc.
5. Sunhat in summer, or warm waterproof outside clothes in winter.
6. Your child's Daily Diary (provided on enrolment).
7. A wet-bag (available to purchase).

Over Twos

1. Nappies if still required.
2. Complete change of clothes (more when toilet training and extra underwear).
3. Special items for sleep eg. cuddly, doll etc.
4. Sunhat in summer, or warm waterproof outside clothes in winter.
5. A wet-bag (available to purchase).

Toys and other treasures from home

We have chosen a wide range of developmentally appropriate equipment and toys for our Centre. It would be appreciated if parents can explain to their children that the toys at the Centre are for everyone to share and they cannot be taken home. It would be appreciated if your child could be dissuaded from bringing in toys. Cuddly and security toys are welcome but need to be clearly named. If you have any music you would like to have played during rest time, please bring it in and we will happily play for your child.

Car seats

We recognise for safety in a vehicle your child needs to be restrained in a standards approved car seat. This is required by law. If different vehicles are to be used to transport your child to and from the Centre, you can bring the car seat inside to be stored.

Lost property

At the Centre there is a container for unnamed and lost property. It would be appreciated if parents could check this regularly as the amount builds up. Items that are still uncollected after a period are donated to a local charity.



Parking

You are only permitted to park at the Centre whilst you are on site; dropping off your child, picking them up or meeting with teachers.

Excursions / trips

Excursions out of the Centre will be arranged from time to time as part of your child's learning experiences. Parents are encouraged to be part of the outing. Excursion forms outlining the trip, transport, cost and adult to child ratio will be given to all parents to complete prior to an outing. Children who are unable to attend the excursion will remain at the Centre with a trained staff member. Children may be taken on small spontaneous walks out of the Centre. Approval for these is given when completing the enrolment form.

Family Events

We have several family events during the year, at which we would love to see you! These include Parent Evenings (held at night, usually with a guest speaker), morning teas, Matariki, Christmas festivities and our much anticipated annual exhibition, showcasing our children's talents, project-based learning and creativity.

Communication

All parents are required to sign their child in and out of the Centre every day on the form provided in each room. This is a legal requirement by the Ministry of Education and can be audited at any time to ensure compliance with our roll returns (the basis of bulk funding). It is also a safety requirement in case of emergency evacuation of the Centre, therefore a very important part of your drop off and pick up routine.

While verbal reminders on your child's needs and dispositions are appreciated, any special notes can be made on iPads located in each classroom, directly to your child's teacher via Storypark or feel free to email or call the manager.

Parents are kept informed of Centre activities through newsletters, Storypark, notices posted at the door, information on the parents notice board and our Facebook and Instagram pages.

All absences are to be notified to the Centre as soon as possible. The Centre has a 24 hour answer phone.





Contact Details

220 Beach Road
Campbells Bay
Auckland, 0630

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campbellsbay-elc.co.nz
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