



Were little lights shine bright!

PRE SCHOOL LITTLE LIGHT HOUSE WILGEHEUWEL

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♥ 1058 Dariek street, -Wilgeheuwel, Clearwater ♥ 17 Transo ave, Helderkruin

♥ Delia Hendrikz 0849519999 ♥

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Welcome aboard, we hope you enjoy your cruise...

SCHOOL PORFOLIO

Little Lighthouse creates a fun, gentle, loving, Christian based, intimate environment where your child will feel loved, secure and stimulated, a home away from home where loving, nurturing, and encouraging your child isn't passive, its being right there, providing them with learning experiences, and offering opportunities for awareness and growth.

Through real life, hands-on activities, and small groups, they will become an integral part of their own learning process. A gentle yet indirect approach that will build your child's self-esteem, self-confidence, and emotional intelligence, building an excitement for adventure, and passion and confidence to experience life.

While free imaginative and good-old-fashioned play remains at the centre of every day, under gentle guidance, children can enjoy activities like singing, baking, dancing, handcrafts, drawing, gardening, painting, and more. A variety of art materials, manipulative items, books, musical instruments and toys are provided for indoor and outdoor exploration.

Our HEART Beat

We believe **your child** is a **dynamic, unique** little person that thrives on seeing, touching, hearing, tasting and exploring things. Your child has a natural desire to learn. They are eager to observe and discover the world around them. With a curious mind, they are excited to explore every offering of life, from the detail of a dandelion to the hugeness of an ocean wave.

With growing body and mind, they run with open arms to each new adventure. Given the opportunity, your child will embrace every aspect of life and will delight in their play with it. And as they play they learn...just as they do not have to be taught how to play, they do not have to be taught how to learn....learning, like playing, happens naturally and spontaneously. Sown on fertile soil, the seeds of play and learning are so rooted with each other that they are inseparable. These seeds under the best conditions will become one - *playful learning*, a superior hybrid. However like



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all seeds destined to become full healthy green plants, play and learning need to grow in an environment where they will be gently nourished for optimal development.

"Tell me and I forget, teach me and I may remember, involve me and I learn." - Benjamin Franklin

We are intentional with our approach to always nurture respect, love, build confidence, and integrity in our children and in the people around us. We listen carefully making sure we understand. We love deeply, and openly share and express our feelings and emotions that will make others always feel understood and important. **We embrace diversity through celebrating our colourful heritage and African culture that we are so proud of.**

Journey Pauses

We view 'mistakes' as unexpected learning opportunities. Our approach is always gentle guidance reiterating our heart beat of respect and integrity through open communication. Allowance is always made for cultural and social differences, however generally accepted norms and behaviour is required. We practice a 'time out/time to think about it' allowing our little minds to think, take ownership, and just a quiet pause for their decision and choice, as well as to assist in understanding their emotions and the channelling of their reactions. Apologies are always encouraged.

Our Family

All our family members/staff are mostly all Mothers, and have been personally chosen for each of the very important roles that they hold within our Family. We are all trained in Infant and Toddler CPR, and have each set personal goals to grow in their knowledge through various qualifications and certificates. This is a real live training ground, experience speaks wisdom and skills guide us each day.

OUR CURRICILUM

Curriculum:

Your child will be very busy during his/her school day where they will be exposed to all different activities to develop him/her as a whole- in all the different areas of development. Your child will be developed emotionally, socially, physically and intellectually. We have worked out a very specialized, age appropriate and fun curriculum that is not only best for your child, but your child will thoroughly enjoy. Because each child is different and not all child learn in the same way, we have incorporated Traditional Teaching and caps curriculum with elements of Montessori, Glen Doman and Reggio Emilia to expose your child to the best elements of each unique way of teaching opposed to just one. We at **Little Light House Day Care Centre** believe that this exposure will give your child **a huge** advantage and **the best** foundations we can give them in their prime age for learning and development.

OUR CURRICILUM IS FUN, AGE APPROPRIATE ND LOTS OF SENSORY DEVELOPMENT AND LEARNING THROUGH CONCRETE MATERIALS.

We will only start our Curriculum in February allowing the children to first settle and get to know and bond with their Teachers and peers

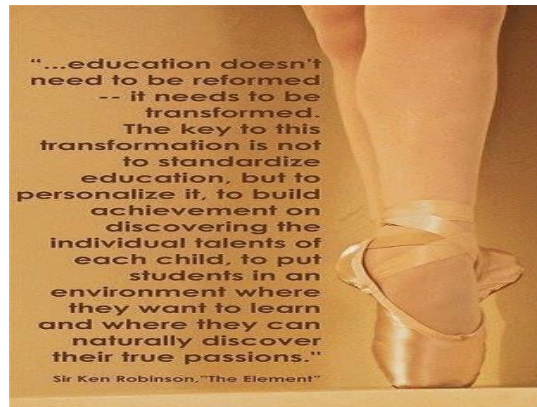


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Reports and observations:

The class teacher will do an ongoing observation of your child throughout the year which will be recorded. A basic / age appropriate report card will be given out in April and again at the end of the year. A parent/Teacher interview will be set up as well to discuss your child's progress and development. A portfolio consisting of some of your child's work will also be handed out at the end of the year. **DIFFERENT LEARNING AREAS WE FOCUS ON AND FOLLOW:**



1. Spiritual and Moral :

We are a Christian based school, therefore we have Bible time during the week. We teach our little ones basic Bible stories, songs and we pray before each meal. We will also celebrate Christmas and Easter and have themes throughout the year like – Noah's Ark.

2. Morals, self-help Social and emotional development and Discipline:


The dignity of each child is respected at all times. Positive guidance is used to assist every child to substitute inappropriate behaviour with appropriate behaviour. We teach the children morals such as taking turns, being patient, helping others, and being kind, loving and caring. We also teach basic practical life skills such as: cleaning after yourself, washing your hands, taking care of belongings, not talking with your mouth full, setting a table and so on.



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3. Language/Literacy development: Auditory, Memory, association synthesis, sounds, blending, rhyming, pronunciation skills, vocabulary development, role play, educational games, videos, colours, shapes, music, puppet play, theme discussions, show and tell, role play, story,.

4. Cognitive/ perceptual:

Numeracy, mental math, measurement, data handling, space and shape, understanding numbers and value, recognise numbers, addition, subtraction, equal, puzzles, left to right, dominoes, matching, opposites, colours, sequence, pattern, block plays....

5. Gross motor/large motor development:

Ball skills, throw, catch, kick, roll, run, jump, hop, skip, gallop, balance, core strength, rolling, crawling, climbing, obstacle courses, rolling tress, skip ropes, fitness, stamina, hoola hoops, balls into buckets, throwing toward objects, bean bags, cycling, sandpit play.

6. Fine motor, creative and sensory development:

Cutting, pasting, pencil grip, creativity, tearing, rolling, concentration, pegs, threading, eye/hand co-ordination, left to right, hand dominance, colouring in, using space, planning, thinking, finger paintings, play dough, salt dough and clay, chalk on floor, textures, sand trays, shaving cream, water play activities, posture, using stencils, basic worksheets, tracing, baking and making...

7. Science and Technology:

We stimulate the child to explore, question and discover their world. We incorporate science experiments, Power point presentations and thematic projects into our curriculum and theme

Groups Available

Though we value the importance of mixed age interaction, certain activities will be more accommodating/age appropriate. We offer small groups with high teacher ratio.

Term Dates, Operating Hours and Holidays

We open at 06h30 and close at 18h00.

Little Lighthouse offers a structured morning programme, with afternoon/aftercare free play till 18h00. Snacks are served at 10h00 and 15h00, with a wholesome cooked meal for lunch at 11h30. Our younger children go down for a nap at 12h00. Babies fit into their own schedules.

We serve breakfast BETWEEN 08h00 and 8:30.

Children are to be collected no later than 18h00. If there are any problems and you are running late, please phone us at school and let us know. We are happy to assist where we can, or to make alternative arrangements, as long as we know in advance. However please note that we are required to pay our staff overtime wages, there is therefore a late collection charge of R25 for every 15 minutes for children collected from school after 18h00



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2023

Terms	Term Starts	Term Ends
1	10 Jan	25 March
2	12 April	24 June
3	19 July	29 September
4	11 October	10 December

Public Holidays during the school term and additional holidays (Little Lighthouse closed on the below dates)

- 21 March Human Rights Day – Monday school is closed
- 07 April Good Friday
- 10 April Family Day -Easter Monday
- 27 April Freedom Day
- 28 April School holiday
- 01 May Workers Day and
- 02 May School closed – Public holiday
- 03 May School open – Teacher's appreciation day
- 16 June Youth Day
- 09 August Women's Day
- 24 September Heritage Day- school will be closed the Friday as well
- 25 September School holiday.

PLEASE NOTE Little Lighthouse ONLY closes for school holidays in December for Christmas Holidays) we are open throughout the year, holiday care is inclusive in your monthly school fees. School will close December 10th December 2023 and re-open the 10th January 2024.


TERM PLANNERS WILL BE SENT OUT AT THE BEGINNING OF EACH TERM



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Fee Structure

- **2023 –R3500 pm Full day**
- **2023-R2200 Half day**
- Registration fee is R1500 Once off, non-refundable enrolment fee
- Statements are sent out by the 25th of each month
- All school fees are payable in advance
- No cheques accepted, all payment needs to be **cash** or eft.
- Any fees not paid by the 1st of each month, will be liable for a penalty
- Payments received after the 5th of the month will be liable for 10% of the outstanding amount
- Children will be placed on suspension for payments not received by the 7th of the month
- Fees are **over 12 months including December and January in full**
- A full month's notice must be sent in writing should you wish to cancel your child's attendance. If no notice is given, a month's attendance fees will be charged.
- No notice can be given over November or December months.
- Periods of absence, or holidays, or sickness are not refundable and still due in full
- Fees are subject to an annual increase and will be effective from January of each year
- Nedbank – Savings 2985152200- Mrs D.Hendrikz. Childs name as ref please..



Birthdays

We encourage that parents send cake/cupcakes and party packs on your child's Birthday. At this age it is very special to them. Regrettably no parents allowed during party and school time as it disrupts all the children and routine. Photos will be taken and sent to you of the class celebration. This day will be made very special for them. Please be mindful of what you send as they are very little and don't want choking on small sweets or falling with eg a sucker in the mouth. Therefore things for eg – suckers, fire balls, small hard pink sweets, fizzy drinks, popcorn etc. **Are not advisable**. Age appropriate party packs are things such as – jelly baby's, cheese curls, chomps, flings, jelly snakes etc. .

Medication


Please refer to enrolment contract. No medication will be given without written consent by parent/s or guardian. Medication of any kind must be given to the Teacher and NOT left in the child's bag at any time. This could lead to medication not being administered or most importantly, a serious accident. Medication book must also be filled out.



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□ **Sick children**

Little Light House Day Care Centre reserves the right to decide whether a child may or may not attend school for health reasons. According to the City Health Regulations, a child cannot remain at the centre and must be isolated at home if sick.

Please do not send your child to school if he/she has, COVID symptoms, been in contact with COVID positive persons, eye infection, stomach bug, lice or any other kind of contagious illness/disease.

Grumps and Bugs

It can be difficult to always know when your child is sick enough to need to stay home. We understand the challenges in trying to take time off, as well as arranging a suitable carer and support if parents can't take leave. Obtaining extra leave from work and facing negative attitudes about leave in the workplace can cause extra stress for families too.

However it is important that families maintain a focus not only on the wellbeing of their own child but also upon the wellbeing of other children and the teachers and carers at Little Lighthouse. Little Lighthouse has a duty of care to ensure that all children, staff and volunteers are provided with a high level of protection during the hours at Little Lighthouse's operation.

High temperatures

- High temperatures and fever is one of the most common reasons why children visit the Doctor, and is generally considered to be a mechanism that indicates the body is experiencing an infection. A normal temperature (ear) ranges between 36.5 °C to 37.5 °C.
- Your child is considered to have a high fever at 38°C and should therefore not attend school. Your child will not be permitted to return to school for a further 24 hours following a fever of 38°C
- If your child has a high temperature at school, you will be alerted, we will watch for any other symptoms that may develop (rash or vomiting etc). If this is the case, you will be contacted and asked to collect your child from school immediately.
- Staff will attempt to reduce the fever by offering plenty of water, remove excess clothing, and sponging with a lukewarm facecloth on the child's forehead, back of neck and legs.

Common colds


- Viral upper respiratory tract infections aka the common cold, are very common in children and can occur unfortunately as often as 6-8 times a year. Symptoms include coughing, runny nose, slight temperature, however, do not display symptoms of an infectious illness that requires exclusion.
- In cases like these an assessment will need to be made by the principle and parent to determine if your child is well enough to continue at school or requires home care. We want to be able to support the family's need for child care, however please realise that children who are unwell require one-on-one attention. This places additional pressure on staff and the needs of other children in our school.
- Cases of exclusion will include;
 - high temperature,
 - yellow/green secretion from the nose,
 - Diarrhoea (excluded 36 hours after last loose bowel motion, and child has returned to a normal diet),
 - Roseola (excluded until rash and fever have disappeared),
 - Antibiotics (excluded 48 hours after commencement)



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- Bronchiolitis or Bronchitis (excluded 24 hours after appropriate medical treatment has commenced)
- Chickenpox (excluded till blisters have dried usually 5 days after the rash first appeared, a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Measles (excluded till rash has disappeared, a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Cold sores (excluded till fully recovered)
- Conjunctivitis (exclude until discharge and redness from eyes has stopped)
- Croup (a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Whooping cough (exclude for 21 days after starting appropriate antibiotic treatment, a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Diphtheria (a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Ear infections (exclude 24 hours after commencing antibiotics)
- Glandular fever (a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Hand foot and mouth disease (exclude till blisters have dried)
- Influenza (a child must be accompanied by a certificate of non-infectiousness from the doctor)
- Lice, common but harmless (exclusion till clear)

This is by no means an exhaustive list of all illness that can be contracted by our children. If you are concerned at any time please contact us. We will at all times work according to the minimum exclusion protocols of the Department of Health and the treating doctor. However, it is the prerogative of Little Lighthouse to exclude a child on the basis of protecting the other children and staff at school.

Please always notify us if your child has been in contact with, or has any contagious diseases, eg. chicken pox, pink eye, head lice and measles. Remember we are not only protecting your child, but the other children at the school, their parents and families, as well as the staff at Little Lighthouse.

Dads and Moms please do realise catching colds/germs and virus's at day care or any school is inevitable, however clean and hygienic one keeps a school or is at home. We cannot avoid the passing on of common colds and flu's, however we all assist in trying to eliminate them as much as possible by taking precautionary measures as mentioned above.

You must provide a medical certificate when your child returns after an infectious illness.

A spoon full of sugar makes the medicine go down...

If your child is on a course of medicines, **the Department of Health requires** that parents send the medicine plus **written, signed and dated instructions** as to how and when (exactly) it is to be taken. We are not allowed to administer medicine without this.

Clothing and bags


All garments and bags must be clearly marked. Little Light House Day Care Centre will not be held liable for any lost items. An extra set of clothing must be sent to school, in bag daily. Toddlers who are being potty trained must have 5 pairs of undies and 3 sets of clothing in their bag daily. Parents are to see that their child is dressed practically and to keep in mind that while learning that your child will get dirty and clothing could possibly be spoiled.



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Toys

Only a soft toy that will be kept in your little ones cot for sleep time will be allowed. No other toys are allowed at school and will be taken away by the Teacher if sent.

Rest time

All children are required to rest during nap times.

Security procedures:

When the child is dropped off at school it is mandatory that the person who drops the child off, hands the child over to a teacher and does NOT drop the child off at the gate to enter alone. Your child will not be allowed to leave with anyone other than the people stated in the enrolment contract. If anyone else that has not been specified in contract collects your child, written consent has to be given by parents/guardian.

Outings

We do not go on outings, however, we will have people visit our centre throughout the year such as puppet shows, fire brigade, mobile pets etc. Depending on our theme. You will be notified beforehand with all necessary information.

Fun days

We have a few fun days for the Children and parents to look forward to such as – Grandparents day, Water play day, fancy dress up day etc.

Extra Murals

We offer a range of extra murals at the school. This will be done out of Teaching time, on the premises. This is at your own cost and forms will be given to you regarding all info. **Afternoon Activities at Little Lighthouse**

We have arranged external companies to come through to our school in the afternoon and offer some fun to our kiddies, as our school grows we would love to have more options. Currently available;

*Info about what extra murals we offer will be placed into your child's weekly communication books to have a look at
These activities are run and billed separately to Little Lighthouse monthly schooling registration.*

“The difference between ordinary and extraordinary is that little EXTRA”

Open door policy

We have an open door policy and we welcome you to come see us at any time. If you have any concerns or suggestions please let us know.



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Holiday programmes

We follow normal 4 terms. During the school holidays we remain open and close only over December. We offer a fun programme for these periods for the children to give them a break from the day to day routines and work. We have dress up days, movie days, messy play days, water play days and so on...

EINSTEIN ONCE SAID; IT IS THE SUPREME ART OF THE TEACHER TO AWAKEN JOY IN CREATIVE EXPRESSION AND KNOWLEDGE"

Operating hours

We are open from 6:30-17:45. Please ensure that you collect your child on time. It is a long day for the little ones and for the Teachers. We open all year other than public holidays and Over December. See below calendars.

Staff

Our facilitators and assistants are entitled to their sick and vocational leave days, as per the Basic Conditions of Employment Act. Staff are to take leave when the school is closed over the holiday periods, but may need to take ad-hoc days of leave as and when they require it. In such cases, or if staff members are ill, the Centre Director will make the necessary adjustments to ensure that disruption to your child's routine is minimised.

It is Little Light House Day Care's policy that staff members not babysit for parents in their personal capacity unless consent has been given by Mrs Hendrikz ONLY.

Parent Behaviour

Parents may not threaten, intimidate or be abusive toward any school staff. Parents must uphold the good reputation of the school at all times. Parents may not discuss grievances with the school in public forums, on social media or with other parents but must rather make use of one on one communication channels to address grievances.

Parents who do not abide by these guidelines may be requested to attend a meeting with the Centre Director or with the Board of Directors of the school or its nominated representatives. Should undesirable behaviour not be resolved or continue the Board of Directors may suspend admission to the school with immediate effect.

Behaviour guidance

Little Light House respects each child as an individual with the right to be loved, understood and guided toward positive behaviour. Young children yearn to be understood and develop a sense of independence and self-control. Positive behaviour guidance assists children in acquiring these skills as well as learning good choice making.

Good choice making is developed by assistance, Educators and Parents by:

- Modelling positive and appropriate behaviour (children imitate the behaviour they observe).
- Providing alternatives to defuse destructive situations.
- Encouraging being kind, helping, negotiating, and problem solving.
- Focusing on behaviour and choice making as undesirable, and never on the child. E.g. a child will never be told they are "naughty" and rather be counselled on why a choice or behaviour is not a good one with the focus remaining on the behaviour and not the child.



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The following is prohibited in school:

- Spanking or any form of corporal punishment.
- Shaking, jerking, squeezing, or physically indicating disapproval.
- Shaming or humiliating.
- Withholding of food or drink.
- Punishment for soiling a nappy, wetting clothing or not using the toilet.

It is normal for children to express themselves at some stages of development by hitting another child, grabbing toys, or even biting. In these situations, the school will address the situation by informing the parents of the children that have been impacted and will keep parents updated on whether the behaviour has been resolved.

However, the school will not disclose the identity of the offending child as this information does not assist in resolving the behaviour and can lead to the labelling and stigmatisation of the offending child. Should the school believe that the offending child poses a threat to the physical safety of other children the school will act appropriately.

Biting Policy

Biting amongst toddlers is more common than you may think, and form part of a child's normal stages of development. Almost all children experience biting at least once in their development and children or families should not be blamed or labelled for such behaviour. Children bite in order to cope with a specific challenge or to fulfil a need. This may be because they do not know how to express their emotions such as 'I am mad at you' or 'You are standing too close to me' or even 'I am really excited'. Other instigators could be that they are overwhelmed by sounds or bright light, are over-tired, are teething or are in need of more active playtime.

If we come across a child biting another, our efforts are placed on caring for both children involved. We will care for the child that has been bitten, and will also spend time with the biter to instil a more appropriate behaviour. Our approach is to use positive reinforcement to help the biter understand their needs in such a situation. We never use any form of punishment.

We will inform the parents of both children involved if such an incident occurs to ensure that the parents can further help their child understand their emotions. It is important for parents to understand that delayed punishment at home is not an effective way to deal with this behaviour and will not be understood by the child. As per our confidentiality policy, the biter will not be disclosed to the parents of the child who was bitten.

Should this become a re-occurrence for the biter, the Centre Director may request the parents to collect the child and will not be able to return to the school until the parents have met with the Centre Director. The parents may be asked in certain cases to find an alternative school for their child.

The children's bill of rights:

- recognize and honour this Children's Bill of Rights:



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- Every child in our program has the right to be respected as an individual with concern for his/her interests, handicaps, special talents and individual style and pace of learning.
- Every child has a right to a calm, warm, loving and nurturing environment where physical attention (hugs and cuddles) is freely given so that a child feels valued and secure and is thus able to develop positive self-esteem.
- Every child has a right to personal attention, relaxed atmosphere, and freedom of choice in his/her daily activities, which can only be provided in small classes.
- Every child has a right to have his/her physical needs met, including the need for rest and relaxation throughout the day.
- Every child has a right to a clean safe environment in which to spend his/her day.
- Every child has a right to experience a variety of activities throughout the day that help him or her develop a feeling of independence and confidence. These activities provide opportunities for creativity, exploration, learning and development in language skills, gross motor and fine motor skills, cognitive skills, social skills and emotional/psychological maturation.

Stationery and terms Supplies

On the first day of each term

Please can you provide your class teacher with.

- 2 x packet of wet wipes (80 wipes)
- 1 x box of tissues
- 2x Hand sanitizers for the desk
- 1x 750ml Dettol or savlon liquid
- 2x Carlton hand towel rolls
- 1x Liquid hand soap
- 1 reem of paper
- Your child's pillow and blanket name with permanent marker
- Sunblock
- 1 x box of nappy bags (baby class only)
- **STATIONARY**
- X2 reams A4 paper
- X1 ream A3 paper
- X 2 Pritt glue
- 2x A3 plastic 10 or 20page folder (preferably 20)
- X2 Ring arche files
- X1 Tub of playdough
- X1 pack of colour pencils
- X1 pack of kokies
- X1 pack of coloured white board markers
- X1 Scissors size appropriate (left hand scissors for left-handed children)
- X 1 pack multicolour paper
- X1 pack gum paper
- X1 pack twister crayons
- X1 colouring in book



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Grade R extras

- X 4 A4 hard cover books for grade R children only
- X 4 A4 hard cover books for grade R children only
- X6 HP led pencils
- X 1 sharper
- X 2 erasers

Packing Bags

- WATER WATER WATER – We provide constantly filled water dispenses that are outside daily and free for kiddies to use, No water bottles needed.
- LABEL LABEL LABEL – Mom's PLEASE label EVERYTHING belonging to your child.
- Please include a change of clothes, nappies if needed, and a sun hat (we will provide child safe sunscreen)
- No shoes needed, the ground feels wonderful under our feet!

Baby class:

- Mom's please ensure any special bum and/or body creams, are included in your baby bags and labelled
- To avoid mixing dummies, bottles and baby formulae, please label everything clearly
- Mom's for easy potty training and changing, please pack at least 3-4 change of clothes
- Special bottles, dummies, cuddly blankets/teddies or dollies will ONLY be allowed at sleep time. *If your child has a special attachment to one of these items please come and chat to me about it.*

Weekly Fun!

Baker Day Every alternative Friday we will have a special baker morning where we will all get sticky and gooey together and create some delicious yumminess to share at home. We will ask for a small donation to contribute towards the costs of this. A notice will be placed in your child's communication journal.

Messy Play Every alternative Friday we have a messy play date. We specially ask the parents to dress the kiddies in clothes that you won't mind being wet, painted or somewhat ruined. Rules for this game is 'only fun and mess allowed'

Additional outsourced afternoon activities and fun events etc will be arranged throughout the year, notification will be communicated in your child's journal. This is optional, but will be at an extra cost.

Collection

Collection by any other person other than the child's guardian or parent, **MUST** be communicated to our manager prior to collection, or the child will not be released. **Stephanie Louw 0842514923**

"Booms"

All our carers, assistants and teachers have completed a basic first aid training certificate. A first aid box is on standby in our sickroom, as well as lots and lots of plasters, love and cuddles!



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While your child is in our care we ensure the utmost awareness in watching after their safety and wellbeing, however, being the active little things they are accidents will happen in a blink of an eye. We are always on standby to field these little occurrences. In an event of an accident, dealing with this quickly and efficiently.

Minor Injuries (minor scrapes, cuts and bruises) If the injury does not need medical intervention the first aider will perform the necessary first aid as required and record the accident in the child's communication journal, to notify you. If a more serious accident should occur, and we feel the need for a doctor or casualty facility, you will be called immediately. If necessary we will call an ambulance or take the child ourselves to the closest Hospital.

We LOVE to talk!

All children receive a Communication Journal. We will place special notices, activities and invites in it. Please feel welcome to communicate with us in this journal, or via phone or whatsapp... even better come for a cup of tea. We always appreciate hearing from you, any suggestions, opinions, concerns, and compliments welcome. We also are actively posting on our facebook page and website. Newsletters are sent out regularly, and we have whatsapp groups for each age group

Media


Social media, including via internet and print are utilised. Unless notified in the contrary in writing by the parent/guardian, consent is granted for photographs which may include your child to be utilised on the web site, face book page, flyers and the press. Please go Like our FB page to keep in the loop of what is going on😊



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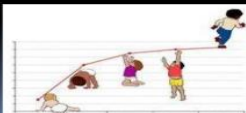
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NUTRITION
MENU IS SUBJECT TO CHANGE

Why eating habits are important in children

- In childhood, Physical growth is at its peak. The increase in height and weight is the most.
- Development of various organs taking place
- Mental Growth peak – the brain grows and develops maximum upto age of 6 years.
- Development of Immunity





The Little Light House group prepares a health, well balanced cycle menu for our little ones, insuring we get in all the different food groups. We ask that parents please pack a HEALTHY snack box for your children.

Our food is made fresh daily and we only use the best quality meats. Menu isd subject to changer

“To eat is a necessity, but to eat intelligently is an art” - François Della Rochefoucauld

MENU	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Oats	Mielie Meal	Creamy meal	Matabella	Mielie Meal Or Corn Flakes
Lunch	<u>BEEF:</u> Spaghetti bolognaise OR Mince and rice Or Hearty beef Stew	<u>CHICKEN:</u> Chicken a la king OR Chicken stew with mixed veggies <u>Winter</u> – Chicken noodle soup with fresh bread and butter	<u>FISH</u> Tuna bake OR Tuna kedgeree	<u>PASTA:</u> Mac ' n Cheese OR Pasta al fredo (chicken)	<u>TREAT DAY:</u> Hot dogs, Vetkoek, , , cheesy noodles, make my own samies, <u>Winter</u> – Vegetable soup with fresh bread and butter bread
Snack	Jam sandwich Wedges and juice	Popcorn With Juice	Jam Sandwich wedges and juice	Seasonal Fruit and biscuits With juice	Jelly with mixed fruits And juice


WE SERVE JUICE OR ICED TEA WITH SNACKS AND WHEN COLD WARM FLAVOURED TEA OR HOT CHOCOLATE WATER IS GIVEN THROUGH OUT THE DAY



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10 reasons why a child should attend Day Care



"But my child is so small!" Yes, they're still wee tykes, but a high-quality preschool is designed to set up young scholars up for future academic, emotional, and social success.

Preschool provides a foundation for learning both socially and academically that will help your child succeed in elementary school.

1

Preschool is an opportunity for growth

For many children, preschool is their first experience in a structured setting with teachers and groups of children. It's an opportunity to learn to share, follow instructions, and begin the foundation for learning that will occur in elementary school.

2

Preschool prepares children for Grade 0 and Primary school

As Grade 0 becomes more academic, many parents look to preschool to launch their child on the path to success in school. At the same time, parents may worry that the current trend to focus on pre-math and pre-literacy skills in preschool cuts into important play time and pushes a child to grow up too fast. It's a confusing issue, especially with friends and family offering different opinions and advice.

Fortunately, in selecting a preschool, parents aren't forced to choose between protecting a child's play time and making sure she's ready for kindergarten. A high-quality early childhood education program will offer children both. But how do high-quality preschools benefit children's learning and development? And what features should parents look for in a preschool program? One answer to these questions is that the staff at high-quality preschools and child care programs understand the particular ways that young children develop and learn. And they organize space, time and activities to be in sync with children's social, emotional, cognitive, and physical abilities.

3

Preschool promotes social and emotional development

In order to learn, a young child needs to feel cared for and secure with a teacher or caregiver. A 3-year-old child is able to spend time away from parents and build trusting relationships with adults outside the family. High-quality preschool programs nurture warm relationships among children, teachers and parents. And teachers build a close personal connection with each child in their care.



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Children thrive when there is consistency in care between home and school. In high-quality preschools, teachers value parents as the experts on their children. Parents get daily reports on their child's activities and regular meetings are scheduled for more in-depth conferences with staff. Teachers strive to understand and respect parents' child-rearing goals and values.

Young children learn social skills and emotional self-control in "real time." Three- and 4-year-olds learn through their experiences and good teachers make time for those "teachable moments" when they can help children learn to manage frustrations or anger. They don't automatically step in to resolve children's conflicts for them; they have a well-honed sense of when to let children work out their own problems and when to intervene. Without shaming a child, they encourage her to notice the impact of her aggressive or hurtful behaviour on another child.

4

The preschool environment is structured, although it may not appear that way

A highly structured environment helps young children learn to make friends and play well with others. This doesn't mean there are lots of rules or that adults constantly direct children's activities. On the contrary, the structure of a high-quality preschool classroom is largely invisible to children. Classroom space is organized to encourage social interaction, and minimize congestion and conflicts.

5

Children get to make choices

Children have several choices of activities; a child who is wandering aimlessly is encouraged to choose one that interests him. Teachers are alert to a child who can't figure out how to enter other children's play and may offer him suggestions on ways to join the group.

6

Children learn to take care of themselves and others

Children's sense of competence and self-worth grow as they learn to take care of themselves and help others. Teachers appeal to a young child's desire to engage in "real work" by offering him chances to help out in the classroom, for example, by setting the table at snack time or feeding the classroom hamster. Children are expected to wash their hands before snack time, keep personal belongings in their "cubby," and put away toys before moving to a new activity.

Teachers also encourage a child to view herself as a resource for other children. For example, a teacher might ask a child who's more competent at pouring water to help a child who is learning. Or she might ask a "veteran" preschooler to show a newcomer where the sand toys are kept.



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Throughout their school years, much of children's learning will take place in the company of their peers. In a high-quality preschool program, children are introduced to the behaviours required to function successfully in a kindergarten classroom. For example, during group activities such as "circle time," children learn to focus attention on the teacher, listen while others are speaking, and wait their turn to talk.

7

Preschool promotes language and cognitive skills

Preschool-age children's language skills are nurtured in a "language-rich" environment. Between the ages of 3 and 5, a child's vocabulary grows from 900 to 2,500 words, and her sentences become longer and more complex. In a conversational manner, and without dominating the discussion, teachers help children stretch their language skills by asking thought-provoking questions and introducing new vocabulary during science, art, snack time, and other activities. Children have many opportunities to sing, talk about favourite read-aloud books, and act out stories.

A young child's cognitive skills are strengthened by engaging in a wide range of hands-on activities that challenge her to observe closely, ask questions, test her ideas or solve a problem. However, teachers understand that preschool children are not logical in the adult sense of the word; their explanations of what makes a plant grow or why people get old, may not involve cause and effect. For example, "people get old because they have birthdays." They may rely on their senses and "magical thinking" rather than on reason to explain why wood floats in water and rocks sink – "The rock likes to be on the bottom because it's cooler."

8

Preschool teachers nurture a child's curiosity

Teachers observe, ask questions and listen to children's ideas during these activities — "correct" answers are not the goal. To nurture their curiosity and motivation to learn, teachers use children's interests and ideas to create activities. And even a simple, chance event – such as a child's discovery of a snail in the outdoor play area — can be turned into an exciting opportunity to learn.

Preschool-age children have active imaginations and learn through make-believe play.

Teachers know that the line between reality and fantasy is often not clear to a young child. Sometimes this results in fears of monsters under the bed. But imagination also fuels learning. For example, when a group of children creates a make-believe pet store, they will practice many social and cognitive skills as they assign roles to each child, figure out categories of pet supplies and how to organize them, make signs to label products; help their "customers" select the right shampoo or cat toy; and take "money" for merchandise.

The imaginary play area in a high-quality preschool is well-stocked with costumes, "props," and child-size household items such as stoves, sinks and cupboards. It's often in this activity area that preschool-age children progress steadily from solitary play, to one-on-one play, to complicated group play.

9



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Preschool activities boost pre-math and literacy skills

Young children show growing interest in pre-math and pre-literacy skills. They are curious and observant, and they want to be competent in the skills that their families and society value — such as reading the instructions for assembling a toy, or selecting the correct bills or coins to pay for a purchase. To prepare children for the academic demands of kindergarten, teachers offer a wide variety of games and activities that help children acquire the pre-math and literacy skills.

Singing an alphabet song while following along in a picture book builds a child's awareness of the connections between alphabet letters and word sounds. Learning rhymes and chants helps them to notice the distinct sounds within words. Engaging children in a discussion about an exciting read-aloud story encourages their listening, comprehension, and expressive language skills. Playing with magnetic alphabet letters may inspire a child to ask a teacher to help her write the first letter of her name.

Matching games, sorting games, counting games, and board games build children's understanding of number, categories and sequence, which supports later math learning. Putting together puzzles encourages children to notice patterns, plan ahead and problem-solve.

To sustain children's excitement and motivation for learning, high-quality preschool and child care programs introduce early literacy and math skills not as isolated exercises, but in the context of activities that are interesting and meaningful to children.

10. Preschool helps develop motor skills

Physical coordination improves, allowing the child to explore her environment — and to challenge herself-in new ways. Young children are in motion for a good part of the day. High-quality preschool programs provide several opportunities daily for children to run, climb, and play active games. Activities are offered to help children develop fine motor skills, such as threading beads or cutting with scissors. And children are challenged through a variety of activities to build their hand-eye coordination and balance.

When you choose a high-quality program that suits your child and family, you can feel assured that your child is well cared for, is enjoying activities and making friends — and is building the knowledge, skills, and confidence to do well in [kindergarten](#).

Welcome to our family, we look forward to helping and seeing your little one grow with us

Delia Hendrikz

Owner/Principal

Our Little Lighthouse Promise


We **love** one another, just like JESUS



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We treat everyone with **RESPECT** and **KINDNESS**

We say **PLEASE** and **THANK YOU**

We **LISTEN** to each other

We **LEARN** from our mistakes

We **FORGIVE**

We give **PRAISE** to each other

We keep the classroom and our things **CLEAN** and **TIDY**

We **READ** and **WRITE** and **DRAW** each day

We **THINK** to solve our problems in our own individual way

We **EAT** and **DRINK HEALTHY**

TOGETHER WE ARE A HAPPY

LOVING

GROWING

LEARNING

FAMILY



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