

**Prospectus 2025**

# Kids @ home

Pinelands





# A warm welcome Parents & Kiddos!



At Kids@Home we believe that preschool to a child is a world full of exciting experiences. We are committed to promoting and supporting life enhancing relationships and giving Children opportunities to make meaning of their own sense of self and the world around them.

We do everything we can to ensure the health, safety, and well-being of your Children and our Team.



We have been operating since 2002. This year, we have been offering quality care to children aged 3 months – 6 years old for 23 years!

Your child will develop and grow, make new friends, and meet new people. We acknowledge your child as capable and resourceful and recognize that development and learning are a lifelong process, which, to a large extent, is influenced by the interactions and relationships with others and the opportunities and possibilities provided for your child.

We value play as being the most valuable context in which children learn both cognitively and socially. We also recognize that rich play experiences can lay a strong foundation for the years ahead, including helping your child to become a confident learner.

Kids@Home Early Learning Centre strives to create a safe, happy, stimulating environment for children to develop their early learning skills through assisted educational activities and free play.

We strive to develop each child's full potential with the resources available.

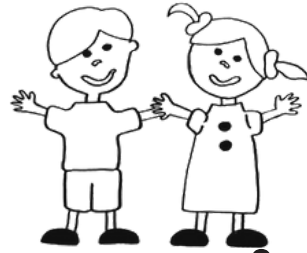
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# Parent Committee 2025



## Bunny Class

Hela Beetge  
Melanie Wallace  
Megan Smith

## Starfish Class

Nicole George  
Tahirah Hendricks



## Owl Class



Tiffany Burd  
Danica Morris

## Grade R Class

Ian Watson  
Nicole Scott-Barrett



We are excited to welcome our dedicated and enthusiastic parents this year! Your involvement is vital for our school community's success, and we look forward to collaborating on projects and events that enhance our children's experiences. Whether organizing fundraisers, volunteering, or sharing ideas, your contributions are invaluable. Let's make this a fantastic year together!



# Our Mission & Objectives



**To provide a high level of comprehensive education by:**

- Being a caring, **nurturing** school by focusing on the needs of each child as an individual
- **Involving** each family as much as possible
- **Including and supporting** learners and their families who have any form of disability
- Sharing a **caring** attitude towards the learners and their families

**We Encourage:**

- Pure, wholesome moral values
- Respect and sensitivity for differences
- Recognition of rights of others to pursue their own religious beliefs
- Developing teaching principles that are based on human dignity, the achievement of equality and the advancement of human rights and responsibilities.

**To ensure efficient management and running of the school, we will:**

- **Uphold** strong, open communication between parents, teachers, managers, specialists & our fundraising committee.
- **Employ** qualified, reliable staff based on merit but with sensitivity to issues of equitable opportunities
- **Maintain** all the facilities in good condition
- **Foster** good relationships with other educational organizations and the community

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# Our Programme

Our programme is based on the CAPS curriculum and is structured around four key elements. We refer to several resources when planning our program and lessons, which have been revised according to the CAPS curriculum.



## SOCIAL

At Kids@Home, our children communicate with others verbally and nonverbally to engage the world around them. As they make new friends, they gain the confidence, self-esteem and negotiating skills necessary for a lifetime of healthy relationships.



## EMOTIONAL

Our children enjoy a safe, nurturing "home away from home" environment where they are able to express themselves and understand their own unique identities. As they grow, we hope they will gain the comfort and confidence to forge trusting relationships, value their individuality and have fun in the process.



## PHYSICAL

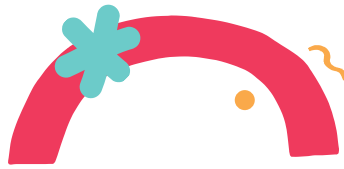
We focus on the physical health and well-being of each child, so that they grow up safe and strong. Motor skill development, co-ordination, mobility and exercise all help in developing a healthy body.



## INTELLECTUAL

Our learning programme is aimed at building brain power by supporting the development of judgment, perception, memory, reasoning, critical thinking, and language through a series of age-appropriate cognitive activities. Pre reading, prewriting and early math's are important as our children experience the world around them.





### To maximize each child's learning experience, we offer:

- ✓ Small classes to ensure that each child has opportunities to work individually with their teachers.
- ✓ A program that is based on the CAPS curriculum and carefully considers the various development areas and stages of a young child.
- ✓ Several opportunities for stimulating outings and excursions.
- ✓ A range of teaching methods that support the different learning styles.
- ✓ Activities that are designed to best equip and prepare our children for Grade 1 (School readiness).
- ✓ Ongoing assessment of each learner to carefully observe and manage their progress.



## Activities

**Little Muso's**

**Sports Hub**

**Cape Kinetics**

**Xhosa & Afrikaans**

**Holiday Club**

**Outdoor Activities &  
Sports Day (Term 4)**

**Class Activities**

**Aftercare**

**Birthdays &  
Special Events**

**Reading Time**

**Outings**

**Holiday Club**

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# Activities

## **LITTLE MUSO'S**

Aims to enhance children's musical awareness and concepts while providing a fun, relaxing environment. Led by Sarah, children explore their musicality and develop essential skills for their age.

## **SPORTS HUB**

Improves coordination, motor skills, flexibility, balance, strength, agility, and body awareness through skill development. In the Kids@home Physical Education Program, coaches conduct weekly sessions during school hours. Sports Hub handles all program organization, including evaluation and feedback. For Starfish to Grade R Classes.

## **CAPE KINETICS**

Emphasizes gross motor skills, which are essential for developing fine motor skills. Sessions occur weekly during school, lasting 30 minutes per class, and are tailored to each age group's developmental needs. Note: this is for the Panda Class only.

## **CATROBATKIDZ**

Teaches children vital movement skills and patterns, fostering goal achievement through trial and error. It enhances physical strength and cognitive abilities such as memory, perception, language, attention, emotion, self-discipline, and decision-making, highlighting movement's role in early childhood development. Note: this is for the Starfish to Grade R Classes.

## **isiXHOSA & AFRIKAANS**

Where our children are exposed to an additional language. Here they learn the names of body parts, basic greetings, days of the week, colours and numbers 1-10. Our isiXhosa teachers teach Xhosa in small groups during the morning ring-time for all classes.

## **OUTDOOR ACTIVITIES**

Children participate in weekly outdoor activities that enhance fine and gross motor skills using playground equipment. They engage in group games, set up obstacle courses, and practice various movements like skipping, galloping, running, hopping, and jumping.

## **CLASS ACTIVITIES**

Each month focuses on fun, creative tasks suited to children's developmental levels, covering social, science, language, and math readiness skills. Activities include at least one art project and one oral reading (story) daily.

*The Gr OO & Gr R classes utilize worksheets to foster work habits and prepare children for Grade 1. Each child is supported at their developmental level, encouraged to practice responsible habits like cleaning up and handwashing. Special events may involve parent participation, promoting family engagement in the school program.*

Note: All the above activities are included in our school fees.

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# More Activities

## AFTERCARE

We provide aftercare until 5:00 PM, accommodating parents' work schedules. Nutritious lunches and carefully planned weekly activities are shared with parents via our Aftercare WhatsApp group, keeping them informed of upcoming fun events.

## BIRTHDAYS

Children are warmly invited to celebrate their birthdays with their friends by sharing a delightful snack of their choice. To make the day even more special, they receive a small gift and a lovely crown from the school. However, please note that birthday parties cannot be held on school premises.

## OUTINGS

Families are requested to provide at least one lift for outings annually, as assistance is crucial for participation. Outing dates will be shared in advance for planning. Children must stay with the group under the teacher's supervision, who oversees discipline. Parents of younger children should supply their own car seats.

## READING TIME

We encourage parents and grandparents to bring a book from home to share with the class every Friday at the end of the school day. The book can either relate to the weekly theme or be a beloved bedtime story.

## OPEN DAY

During the third term, parents are invited to spend time in class with their child, alongside prospective students. This allows parents to see daily activities, while children enjoy sharing their experiences. Afterward, parents can join for tea and coffee.

## SPECIAL EVENTS

such as Father's Day, Mother's Day, Grandparents Day, and concerts, may be organized by the class teacher throughout the year to celebrate togetherness. These events will be included in the weekly planning.

## HOLIDAY CLUB

Offers a fun-filled program during school holidays for children aged 2 to 9 years old, including activities like pony rides, magic shows, and jumping castles. Open to all schools and siblings, it charges a day rate shared with parents. A WhatsApp group keeps families updated with photos of the activities.

## EXTRA MURALS:

**Starfish Class:** Swimmatix, Pottery, Playball, Cape Kinetics.

**Owl Class:** Swimmatix, Pottery, Playball, Cape Kinetics and Soccer Stars.

**Bunny & Grade R Classes:** Build 'Em Bricks, Pottery, Ballet, Wicket Cricket, Swimmatix, Playball, ComputerKids, Cape Kinetics and Soccer Stars.

*\*These are charged at an extra fee with an agreement between the parent and extra mural provider. These activities take place at the school, but after class hours (from 12:00 / 12:30). THIS IS OPTIONAL, PARENTS ARE NOT EXPECTED TO ENROLL THEIR CHILDREN FOR THESE EXTRA MURALS.*

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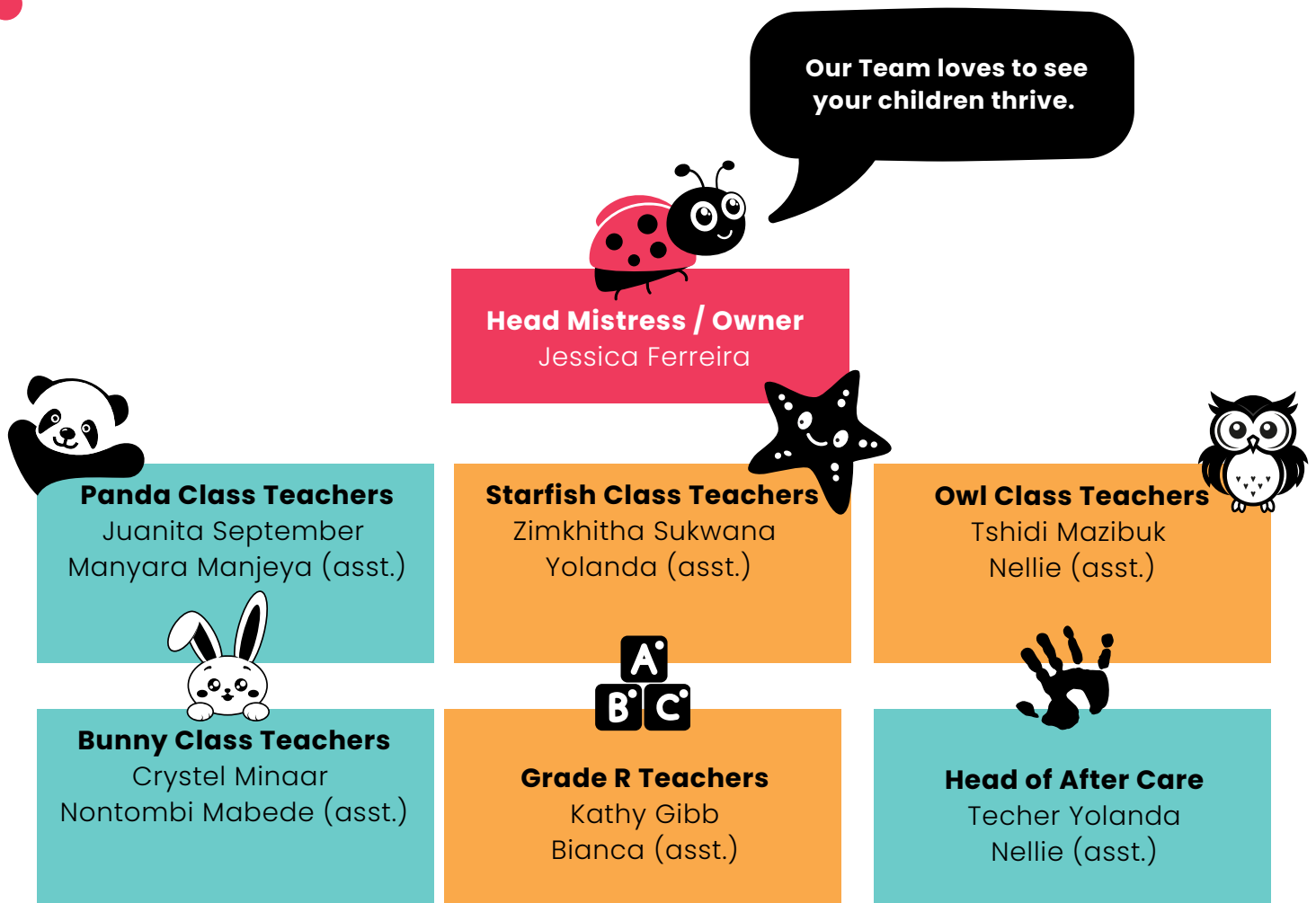
# Our Amazing Team

Kids@Home has a great team of highly qualified, experienced, and passionate staff who are about creating a welcoming, friendly, safe, happy, and stimulating environment for your children.

Thereby facilitating learning in all areas within the context of the child's family and culture and encourage your children to develop their early learning skills through assisted educational activities and free play.

We are registered with the Western Cape Education Department as a large-scale Early Childhood Development Independent School, with the Department of Social Development, Fire Department, and the Department of Health & Safety.

We regularly update our program and send staff on further training or workshops to ensure that we are keeping ourselves abreast with innovative thinking and teaching methods in the field of ECD education.



Each class has 2 teachers, to ensure your child is always supported and included.

# Panda Class

## 3 Months+

Our main focus in this age group is to develop skills such as taking a first step, smiling for the first time, and waving "bye-bye" (key developmental milestones).

Infants learn through sensory exploration, so supporting their movement and discovery is essential. Activities like touching textures, using mirrors, and mimicking sign language aid development. Teachers encourage mobility and language skills through music, physical play, sensory experiences, and arts & crafts in a safe environment. Regular family communication is crucial for tracking progress. Parents provide food for infants aged 3-6 months, while those over 6 months receive alternating meals of scrambled eggs / Taystee Wheat / Weetbix / oats.

### Daily Schedule

3 - 6 MONTHS		12 MONTHS+	
07:30	Arrival	07:30	Arrival
07:30 - 08:00	Breakfast & Nappy Change	07:30 - 08:00	Breakfast & Nappy Change
08:30 - 09:00	Morning Ring & Sing-Along	08:30 - 09:00	Morning Ring & Sing-Along
09:00 - 09:30	Power Nap	09:00 - 09:30	Instrument & Free Play
09:30 - 10:00	Instrument Free Play	09:30 - 10:00	Power Nap
10:00 - 10:30	Snack Time (fruit)	10:00 - 10:30	Snack Time (yoghurt)
10:30 - 11:30	Outdoor Play Time (Sensory act.)	10:30 - 11:30	Outdoor Play Time
11:30 - 12:00	Lunch & Nappy Change	11:30 - 12:00	Lunch
12:00 - 13:00	Nap	12:00 - 14:00	Nap
13:00 - 13:30	Tummy Time	14:00	Home Time for 1/2 day children
13:30 - 14:00	Snack Time (from menu)	14:00 - 15:00	Indoor Play
14:00	Home Time for 1/2 Day children	15:00 - 15:30	Power Nap
14:00 - 15:00	Indoor Play (Exploration / Story)	15:30 - 16:00	Snack Time (Fruit)
15:00 - 15:30	Power Nap	16:00 - 17:00	Free Play & Nappy Change
15:30 - 16:00	Snack Time	17:00	Home Time
16:00 - 17:00	Free Play & Nappy Change		

3-6 months\* Please provide your current schedule. We will follow it and note progress in your child's folder, sent home weekly for your review. Any urgent matters will be discussed with parents in person / via telephone.

**Mon.**  
Cheese Cubes  
Cucumber

**Thurs.**  
Toast  
Yoghurt

**Tues.**  
Apple Fritters  
Yoghurt

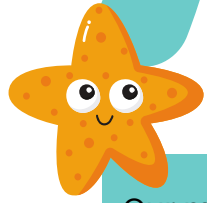
**Fri.**  
Vegetable Fritters  
Fruit (seasonal)

**Wed.**  
Pasta  
Fruit (seasonal)

**Snack Menu**  
(6 mths. +)

Personal care activities, like nappy and clothes changing, are scheduled throughout the day and will also take place as needed to meet each child's individual requirements.





# Starfish Class

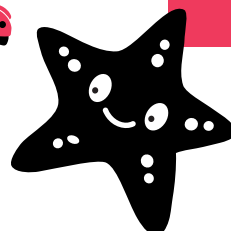
## 2 – 3 Years Old

Our main focus in this age group is to develop self-help skills (dressing, toileting, and independent eating) build vocabulary, self-esteem and confidence - fostering an 'I can' attitude. As well as create awareness of the world and instill curiosity about learning and encourage making friends and having fun in school.

In the Starfish class, children explore learning, sharing, and independence daily. Our holistic approach combines play, art, and music to prepare them for preschool. Here teachers foster self-confidence and creative expression through various activities. The classroom environment supports cognitive, emotional, social, and physical skill development. Age-appropriate materials help cover essential learning concepts, while regular communication with families ensures everyone is informed and involved in the child's progress.

### Daily Schedule

MONDAY & WEDNESDAY		TUESDAY & THURSDAY		FRIDAY	
07:30	Arrival	07:30	Arrival	07:30	Arrival
07:30 – 08:20	Inside Play	07:30 – 08:20	Inside Play	07:30 – 08:20	Inside Play
08:20 – 08:30	Bathroom Routine	08:20 – 08:30	Bathroom Routine	08:20 – 08:30	Bathroom Routine
08:30 – 08:45	Morning Ring	08:30 – 08:45	Morning Ring	08:30 – 08:45	Morning Ring
08:45 – 09:45	Outside Play	08:45 – 09:45	Outside Play	08:45 – 09:40	Art
09:40 – 10:00	Kinetics / Little Muso's	09:45 – 10:15	Snack	09:40 – 10:00	SportsHub
10:00 – 10:30	Snack	10:15 – 11:00	Art	10:00 – 10:30	Snack
10:30 – 11:00	Art	11:00 – 11:15	Bathroom Routine	10:30 – 11:00	Inside Play
11:00 – 11:15	Bathroom Routine	11:15 – 11:30	Inside Play	11:00 – 11:15	Bathroom Routine
11:15 – 11:30	Inside Play	11:30 – 11:45	Story Time	11:15 – 11:30	Outside Play
11:30 – 11:45	Story Time	11:45 – 11:55	Bathroom Routine	11:30 – 11:45	Story Time
11:45 – 11:55	Bathroom Routine	12:00	Home Time	11:45 – 11:55	Bathroom Routine
12:00	Home Time			12:00	Home Time



Personal care activities, like toilet routines and hand washing, are scheduled but also occur as needed to address each child's individual requirements.



# Owl Class

## 3 – 4 Years Old

Through independent exploration, more structured activities, and hands on learning our children now start to develop a variety of skills and knowledge in the following areas: Early literacy & numeracy, Life skills and Social skills.

In the Owl Class, a themed approach promotes curiosity, confidence, and self-directed learning through small and group activities that enhance problem-solving and teamwork. The classroom supports various aspects of development, and teachers use observation-based assessments to track progress and prepare children for school. Each child has a portfolio documenting their growth, and regular meetings with parents address development and ways to support learning at home, such as reading, board games, and discussions.

In this class the teachers have 6 focus areas on they which they work, namely:

- 1.Communication
- 2.Building Brain-Power
- 3.Making New Friends
- 4.Growing a Healthy Body
- 5.Nuturing Creativity
- 6.Developing Lasting Life Skills



### Daily Schedule

07:30	Arrival
07:30 – 08:30	Free Play
08:30 – 09:00	Toilet Routine
09:00 – 09:15	Morning Ring
09:15 – 09:45	Small Group Time Activity
09:45 – 10:00	Tidy Up Time & Toilet Routine
10:00 – 10:30	Snack Time (Lunch Boxes Packed from Home)
10:30 – 11:00	Outside Play
11:00 – 11:30	Music / Movement / Dancing
11:30 – 11:45	Tidy Up & Toilet Routine
11:45 – 12:00	Quiet Time: Story / Rhymes
12:00	Home Time (full-day children go to aftercare)



Personal care activities, like toilet routines and hand washing, are scheduled but also occur as needed to address each child's individual requirements.



# Bunny Class

## 4 – 5 Years Old

The Owl and Bunny classes focus on preparing children for Grade R and Grade 1 through:

- Small group lessons in early literacy, numeracy, life skills, and social skills.
- Whole class activities fostering community awareness.
- Hands-on experiences for independent, creative learning.
- Activities to build literacy and numeracy skills.
- Regular communication with parents to link home and school learning.
- Encouragement for children to express and manage their feelings.

The small class size allows for personalized attention as children explore, communicate, and create in a nurturing environment. In this class the teachers have 6 focus areas on they which they work, namely:

1. Communication
2. Building Brain-Power
3. Making New Friends
4. Growing a Healthy Body
5. Nurturing Creativity
6. Developing Lasting Life Skills

### Daily Schedule

07:30	Arrival
07:30 – 08:15	Free Play
08:15 – 08:30	Toilet Routine
08:30 – 08:55	Morning Ring
08:55 – 09:45	Small Group Time Activity
09:45 – 10:00	Tidy Up Time & Toilet Routine
10:00 – 10:15	Snack Time (Lunch Boxes Packed from Home)
10:15 – 10:50	Outside Play
10:50 – 11:00	Toilet Routine
11:00 – 11:45	Small Group Time Activity
11:45 – 12:15	Music / Movement / Dancing
12:15 – 12:30	Quiet Time: Story / Rhyme
12:30	Home Time (full-day children go to aftercare)



Personal care activities, like toilet routines and hand washing, are scheduled but also occur as needed to address each child's individual requirements.



# Grade R Class

## 5 – 6 Years Old

In the Grade R class, we follow a themed approach to encourage each child's curiosity, increase their confidence, and support self-directed activities. The children are involved in small and whole group activities where they are encouraged to solve problems, develop their thinking skills, and learn how to work in a group.

The classroom environment is set out in such a way as to build each child's cognitive, emotional, social, and physical skills.

Observation-based assessments help teachers monitor each child's progress and support their developmental milestones. Children maintain portfolios and records of their growth through activities. Teachers regularly meet with parents to discuss progress, address concerns, and suggest strategies for support. She also shares ways for parents to enhance learning at home, such as reading, playing games, and engaging in conversations.

### Daily Schedule

TERM 1		TERM 2 – 4	
07:30	Arrival	Arrival	
07:30 – 08:15	Free Play	Free Play	
08:15 – 08:30	Toilet Routine	Toilet Routine	
08:30 – 08:45	Morning Ring	Morning Ring	
08:45 – 09:45	Small Group Time Activity	Small Group Time Activity	
09:45 – 10:00	Tidy Up Time & Toilet Routine	Tidy Up Time & Toilet Routine	
10:00 – 10:15	Snack Time (Lunch Boxes Packed from Home)	Snack Time	
10:15 – 10:50	Outside Play	Outside Play	
10:50 – 11:00	Toilet Routine	Toilet Routine	
11:00 – 11:45	Small Group Time Activity	11:00 – 11:15 Circle Time	
11:45 – 12:15	Music / Movement / Dancing	11:15 – 12:00 Small Group Time 2	
12:15 – 12:30	Quiet Time: Story / Rhyme	12:00 – 12:30 Music / Movement / Role Play	
12:30	Home Time (full-day children go to aftercare)	12:30 – 12:40 Tidy Up & Bag Packing	
		12:40 – 12:50 Quiet Time: Story / Rhyme	
		12:50 Home Time (full-day go to aftercare)	

Personal care activities, like toilet routines and hand washing, are scheduled but also occur as needed to address each child's individual requirements.

# Our Assessments

Children are assessed on specific outcomes, like counting to 10, to affirm their competencies and progress. Ongoing evaluations (2-3 times per term) allow children to showcase their abilities, contributing to a portfolio that reflects their development. Assessments cover attitudes, processes, knowledge, and skills. Key purposes include recognizing prior learning, determining readiness for the next steps, identifying challenges, and understanding each child's abilities and learning patterns for parental communication.

## Term 1

We will send home a concise report detailing your child's adaptation to the new school year. This report will highlight their interests and foundational skills, offering valuable insights into their enjoyment of school and social-emotional adjustment.

## Term 2

In term 2 we send home a comprehensive assessment with tasks and activities attached, so that you are able to see what your child has been assessed on. This is broader and assesses all the learning areas, namely:

- A: Social Development
- B: Emotional Development
- C: Physical Development
- D: Cognitive Development
- F: Personal Development
- G: Knowledge of Personal details



## Term 3

In Term 3, we will provide another brief report that primarily highlights your child's progress throughout the year. This report includes comments on their development in various areas. Additionally, we offer insights into the key milestones that should be achieved at different stages.

## Term 4

In Term 4, your child will receive a follow-up report from Term 1, allowing you to compare their progress level.

Our reports are a combination of ratings and summarized comments about your child's performance. At the end of each term, we also send home your child's artwork. Please take the time to carefully go through it with your child so that they are able to share what they have learnt with you.





# Learning Stories



In 2021, we introduced a new assessment method called a "Learning Story," developed by Margaret Carr and Wendy Lee. This narrative format focuses on a child or group, detailing their decisions and the resulting consequences. It documents a child's learning experiences at school through storytelling, highlighting interactions, emerging interests, and skill development during play.

Learning Stories emphasize what a child can do, presenting their experiences in a narrative format rather than detailing specific skills. Unlike observations that analyze particular actions, Learning Stories capture the child's eagerness and engagement, such as "Robert was eager to begin to write his name..."



Learning Stories focus  
on what a child CAN do.

Learning Stories serve as an assessment tool to interpret a child's learning habits during experiences. They help evaluate and plan future activities that build on a child's interests and strengths. Teachers analyze and describe the significance of events for the child, adding their interpretation of the child's competencies and learning dispositions, such as courage and curiosity. These narratives can range from a short paragraph to a longer account and may focus on specific incidents or group activities, like visiting a fire station.

By linking these stories to the guidelines within the CAPS curriculum, the class teacher will try to explain what the child (or group of Children) have learnt. The teacher will take photographs or videos to include with the written story, and the written story along with the images will be shared with the child and the child's family and peer's families only.

The Learning Story method is a valuable tool for assessing children's learning in early childhood education, as it avoids traditional end-of-year tests. This approach is informed by assessment, planning, and evaluation, reflecting children's interests and contexts. Designed to be accessible for parents and teachers, the assessments are narrative-based and include photos, making them engaging to read, share, and retain. They effectively collect meaningful examples of a child's activities.

'Learning Stories' are just one way to assess children's development, providing insights into their learning. Stories are crucial for children's growth, enhancing confidence, emotional coping, and language skills. They help shape a child's identity and self-worth by allowing them to understand their learning process and develop interests, fostering a sense of community.



# Admission Process

We prioritize a caring, safe, and educational environment for every child, with safety and well-being being crucial to the school's capacity.

In cases where applications exceed available spots, the principal will select pupils based on:

- Preference for those for whom Kids@Home is the nearest Grade R school.
- The applicant's age, requiring the child to turn 6 years old in Grade R.
- The capacity of the school to provide adequately for the educational needs, language needs and special needs of the applicant
- Children of past pupils and teachers
- Due regard to a fair distribution of Boys/Girls.

Applications are to be made in writing on the school's prescribed application form, together with documentary proof requested to be annexed thereto. Incomplete applications may not be processed.

A R350 application fee is to be paid in cash or via EFT at time of application.

As a small school, we cannot allow unannounced visits. We invite prospective families to tour in small groups to meet teachers and ask questions. Discussions include:

- School Ethos
- Opportunities for children (intra and extra-mural)
- Teaching style
- Rights, rules, and responsibilities regarding behavior and fees
- Encouragement for parents to share hopes, concerns, and questions about enrollment at Kids@Home Early Childhood Development Centre.

You will be notified by email about your application's success. Unsuccessful applicants can remain on a waiting list for potential openings. Parents are then asked to confirm their child's acceptance within a specified timeframe.

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# Daily Arrivals & Departures

## ARRIVALS & DEPARTURES

Parents / guardians are urged to ensure their children are at school timeously. It is very disruptive for those already present to have late arrivals and even more so for the children arriving late.



We appreciate your understanding that classroom preparation takes place until 08:00. Please refrain from ringing the buzzer or entering before then. Official school start times are 08:00 for Gr OO & Grade R, and 08:45 for Starfish & Owl classes.

## FINISHING TIMES

- The Panda Class finish at 14h00
- The Starfish & Owl Class finish at 12:00
- The Bunny Class finish at 12:30
- The Grade R class finish at 12:30 (term 1) and 12:50 (term 2-4).

Please be prompt in collecting your child. Children that are collected late will be charged an aftercare fee.

## STREET SAFETY

Parents/guardians must drop off and pick up children at the front door or middle gate, not the street gate. Park facing the correct direction against the curb for quick drop-offs. Children can walk in alone; if accompanying them, park further down the same side of the road. Avoid parking across the street or in driveways. If using a lift service, have the driver turn off the vehicle and escort your child to the front door. Please follow these rules for safety.

## LIFT CLUB

If you are making use of a lift service, please insist that the driver turns off the vehicle and accompanies your child to the front door. Only once your child is safely inside, are they to get back into the vehicle. We ask that you also please ensure that whoever drops or collects your child please adheres to these rules.

## TRANSPORTATION

Daily transport for your child to and from school is the responsibility of the parent. If you require transport to or from school, we suggest you contact any of the below in this regard:

- Tanya Lucas - 0823615512
- Candice Magnet - 0845932261
- Des - 0722399555
- Craig Magnet - 0845982450

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# School Communication

If you want to discuss your child's progress, please inform us to arrange a suitable meeting time. We will provide a list in the classroom around assessment time for you to select a meeting option.

## **NEWSLETTER**

We send out a regular newsletter, which provides you with classroom and other information pertaining to the school. We do this to promote constant open communication with parents to ensure a successful program for the children in our care and a general understanding of school procedures to parents.

## **WHATSAPP**

We also have a class WhatsApp group on which we share information pertaining to your child's class or activities. Please use this group only for school activities and we ask that you message your child's class teacher privately if it is not a general question.

## **PARENT MEETINGS**

Parent meetings are typically held in the first few weeks of Term 1, allowing extra mural teachers to introduce themselves and share their offerings. A second meeting may occur in October to discuss the upcoming year, with details confirmed later. Attendance at both meetings is encouraged, and parents should note the dates when provided.

## **THE PARENT COMMITTEE**

includes a chairperson and class representatives, serving as a forum for parents to express opinions and concerns. The chairperson relays issues to the principal and oversees school fundraising. Regular meetings facilitate discussions on school operations and feature guest speakers.

The 2024 Committee members are:

- Headmaster/Owner: Jessica Ferreira
- Principal Staff Rep: Crystel Minnaar
- Starfish Class Reps: Sarah Bolze & Nicole Julius
- Owl Class Reps: Wesley September & Melanie Wallace
- Bunny Class Reps: Tahirah Hendricks, Ian Watson & Cath de Graaf
- Grade R Class Reps: Elsabe Strydom & Asanda Mazizi

## **MESSAGE BOOK**

Each child will receive a small message book, which should be covered in plastic. This book facilitates daily communication with parents. Weekly updates will detail upcoming school activities and occasionally request items for school. While we can provide everything, we believe children benefit from participating and finding items at home. Their excitement in sharing ideas is welcomed.

**Please check the message book daily.**

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# Supplies

The school provides necessary stationery for each child.

## **CLOTHING**

For your child's active and messy learning days, please dress them in comfortable, easily washable play clothes. Ensure they have a complete change of clothes in their bag, and label all items to help return lost belongings. Personal valuables like jewelry should remain at home.

## **DAILY SCHOOL BAG**

Please send your child to school with a reasonable sized bag that can fit onto his/ her hook. The bag should contain the following:

- A spare set of clothes
- A message book (to be supplied by the school)
- A healthy snack box and bottle of water
- A warm top & shoes
- A small bottle of hand sanitizer
- Sun cream (in summer months)

## **LEARNER PORTFOLIO**

A learner portfolio is a collection of evidence (drawing or other activities such as cutting and pasting, collages, first attempts at writing and scribbles, paintings, teacher's comments) that belongs to your child. We send this file home termly for you to peruse. Please look at it with your Child, write a comment on the comment sheet and return to school.

## **LEARNER PROFILE**

The learner profile is a continuous record of information that gives an all-round impression of a learner's progress including the holistic development of values, attitudes, and social development.

It assists the teacher at the next level (or grade) or school to understand your child better and therefore to respond appropriately. This learner profile will be kept at school in a file and can be looked at whenever you wish. In this file we will also keep the work that they are covering and a copy of their assessments.

Please inform us if you have your child sent for external assessments or testing so that we can work with you to offer your child the best assistance we can. Any external assessments will also be filed.



# Lunchbox Guidelines

Nourishing lunches play a crucial role in our children's ability to concentrate and learn effectively.

## **SIX ITEMS TO PUT IN A LUNCH BOX:**

1. Fresh fruit
2. Crunchy vegetables
3. Dairy – cheese, milk, or yoghurt
4. Protein – slice lean meat or hard-boiled egg
5. Starch – bread; roll; flat bread; fruit bread or crackers
6. Water or fruit juice

## **BETTER OPTIONS FOR LUNCH BOX CHOICES:**

*Fruit:*

**Best: Fresh or tinned fruit**

Avoid: Dried fruit bars and sugar-covered dried fruits (high in sugar, low in fiber)

*Vegetables:*

**Best: Vegetable sticks with dips or mixed vegetables**

Avoid: Vegetables they won't eat

*Dairy:*

**Best: Cheese slices, cubes, sticks, or yoghurt**

Avoid: Dairy desserts and flavored milk (high in sugar)

*Sandwiches:*

**Include a variety of breads and fillings;** consider pasta salads with raw vegetables and rice with steamed vegetables as alternatives.

*Biscuits & Dips:*

**Best: Dry biscuits, crisp breads, rice cakes with yoghurt or dip**

Avoid: 'Oven baked' savory biscuits (high in salt and fat)

*Muffins:*

**Best: Homemade healthy muffins with fruit and vegetables** (e.g., sultanas, carrot)

Avoid: Doughnuts and cakes (meant for only for special occasions)

\*Muesli and breakfast bars: it's advisable to avoid chocolate and muesli bars in lunch boxes because of their high fat, sugar content, and cost.

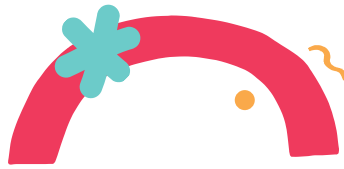
\*Water is the healthiest drink, but if unavailable, freezing water or diluted juice can keep it cold until lunchtime. Sweet drinks like undiluted fruit juice, cordials, and soft drinks are high in sugar, increasing tooth decay risk and potentially replacing healthier food options.

\*Foods should be simple, easy to prepare, and safely stored in an insulated lunch box, especially perishable items like dairy and meats that require refrigeration.

**\*Snacks cannot be shared at school due to food allergies, necessitating parental mindfulness when preparing lunches.**

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### How to ensure a smooth daily routine for your child:

- ✓ **Morning Send-off:** Start the day with a hug, eye contact, and words of pride, boosting your child's confidence.
- ✓ **Evening Ritual:** Spend 10-20 minutes listening to your child talk about their day before engaging with other distractions.
- ✓ **Healthy Meals:** Pack nutritious lunches and maintain a balanced diet to enhance learning potential.
- ✓ **Calm Afternoons:** Include peaceful times in their schedule and ensure they are well-rested for school.
- ✓ **Homework Support:** Help your child with their homework without doing it for them, fostering a love for learning.
- ✓ **Reading Environment:** Fill your home with books and utilize the public library as a resource.
- ✓ **Teacher Partnership:** Communicate with teachers privately about issues and avoid criticizing them in front of your child.
- ✓ **Organized Routine:** Set up systems for easy access to items like backpacks and create a central calendar for events.
- ✓ **Love Notes:** Include notes in their lunch to remind them of your love, encouraging kindness towards others.

Raising a child doesn't have a perfect formula, but here are some guidelines for fostering healthy and happy development:

- **Show love daily** with words and physical affection.
- **Listen to your children** and value their thoughts.
- **Provide safety and comfort** during fears.
- **Praise achievements** and good behavior with love and attention.
- **Critique behavior, not the child**, and explain correct actions.
- **Maintain consistent rules and discipline** among caregivers.
- **Spend quality time together**, as children seek attention.

Parents play a crucial role in teaching values, attitudes, and habits, and their involvement significantly impacts children's success and potential.

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# We wish you and your Child a wonderful stay with us!



It's completely natural for children to experience anxiety during their first week at school. Parents are encouraged to participate by visiting and observing their child's activities, as kids take pleasure in showcasing what they're doing. If a child is feeling upset, a swift goodbye can help them adjust more easily. Additionally, it's typical for kids to lose interest after the initial thrill, making it essential to stick to a routine, even when there's a desire to let them stay home and watch movies.



**Their Future. Our Passion.**



## Thank You

We are excited for you and your child to experience Kids@Home, and we eagerly anticipate getting to know you better. Our primary goal is to ensure that both children and parents are happy. We appreciate your interest and involvement, and we can't wait for you to join our Kids@Home family.



- Jessica Ferreira (Owner and Head Mistress)