



ZooZoo Land

Parent Hand Book

ZOOZOO LAND PARENT HANDBOOK

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Our Mission Statment

To achieve this VISION, all employees and I need to commit to the following:

1. Any child of the school if asked is able to answer that school is "great fun"
2. We use the best equipment and techniques available on the market
3. We attract, retain & invest in staff who are committed to our vision & want to be part of making it happen
4. We are committed to premises that exceed Health & Safety Standards
5. We appreciate that a school is a business and so monitor the finances & profitability regularly
6. We communicate with Parents as customers



Vision Statment

To become the leading nursery school in the Parklands area (both in size and offerings) by providing learning in a happy and safe environment with loving & qualified teachers who see their job as their passion and purpose.



Our 8 points of culture

Fun - We view life as a journey to be enjoyed and appreciated and we create an atmosphere of fun and happiness so all around us can enjoy it as well.

Integrity - We always speak the truth. What we promise is what we deliver. I communicate potential broken agreements at the first opportunity.

Ownership - We are truly responsible for our actions and outcomes and own everything that takes place in our work and our life.

Team Work - We are a team. We do whatever it takes to stay together and achieve team goals. We focus on co-operation and always come to a resolution, not a compromise. We are flexible in our work and able to change if necessary. We ask for help when we need it and are compassionate to others who ask our help.

Communication - We speak positively of our fellow team members, parents, children and ZooZoo Land in both public and private. We speak with good purpose using empowering and positive conversation. We never use or listen to sarcasm or gossip. We acknowledge what is being said as true for the speaker at that moment and we take responsibility for responses to our communication. We greet and farewell people using their name. We always apologize for any upsets first and then look for a solution. We only ever discuss concerns in private with the person involved.

Excellence - Good enough isn't. We always deliver services of exceptional quality that add value to all involved for the long term. We look for ways to do more with less and stay on a path of constant and never ending improvement and innovation.

Success - We totally focus our thoughts, energy and attention on the successful outcome of whatever we are doing. We are a successful team.

Balance - We have a balanced approach to life, remembering that our spiritual, social, physical and family aspects are just as important as our financial and intellectual. We complete our work and my most important tasks first, so we can have quality time to ourselves, with our families and also to renew.



Health and Medication Policy

It is helpful to keep a routine and bring your child regularly to school. However, absence through illness is normal. If a child is unwell he/she should be kept at home. Please do not let your child tell you when he/she wants to come to school. No child should come to school with a temperature.

If your child has been ill during the night prior to a school day, please allow them 24 hours recovery before sending them to school as illness can spread very quickly.

Parents are responsible, by law, to keep their children at home if they have an infection and need to inform the school of the nature of the infection, so that the school can inform the other parents and make careful observations of any child who seems unwell.

Coughs and colds are a constant problem. A general guide is that a “Green Nose” is infectious and needs treatment before attending school.

Gastric upsets need 48 hours for recovery after the last bout of diarrhea or sickness. If they return too early, not only do they bring infection to other children, their resistance is low too.

All children on Antibiotics should be kept at home for the first two days. They are able to return on the third day, *provided they are well and free from infection*.

Please notify us of any Infectious Illness so we may inform other parents. These include:

- **Conjunctivitis** is extremely contagious. If your child is having a course of treatment, this must be completed and the child clear from infection before returning to school. Because of the difficulty in preventing cross-infection we have found it necessary to implement a 4 –day policy as a minimum before a child can return to school. One week is advised.
- **German measles** particularly as this can be very harmful to expectant mothers.
- **Hand, foot and mouth** is contagious. Therefore any child who has been diagnosed with having this ailment should not return until blisters have cleared.
- **Impetigo** is highly infectious. Your child should not return until scabs have cleared from the infected area.
- **Lice**, an infestation of hair with lice spreads quickly amongst school children, it is the duty of the parent to be aware of this problem and to examine children's hair regularly to prevent contamination.
- **Chickenpox** appears as a very itchy rash that spreads from the torso to the neck, face and limbs. Lasting seven to ten days, the rash progresses from red bumps to fluid-filled blisters (vesicles) that drain and scab over. Vesicles may also appear in the mouth, on the scalp, around the eyes or on the genitals and

can be very painful. The disease is contagious until all the spots have dried up

- **Mumps** The most common symptom of mumps is swollen salivary glands (parotid) glands in the neck, sometimes referred to as a 'hamster face' appearance. The swelling can be on one or both sides of the neck.
- **Strep throat** infection with strep bacteria is contagious and can cause a variety of symptoms associated with inflammation of the throat and its nearby structures. Symptoms usually begin within a few days (1-4 days) after contracting the infection (incubation period) Typical signs of strep throat infection are: fever; swollen, tender lymph nodes on the sides of the neck; white patches seen on the tonsils and throat A child with Strep throat may return to school two days after antibiotics have been started.

If your child is sent home due to illness we will endeavor to provide you with as much information as possible, and hope that you, in turn, will work with us in a partnership in the best interests of all the children who attend the school.

If your child has a temperature of over 38.5 c/101f, the school will notify you, asking you to collect your child. We would advise you to take your child to the doctor.

If medication is to be administered by the school at any time you will be required give written consent in your child's school book, giving the name of the medication, dosage, and time to be given. The staff will complete the Medication Chart for your child after each dose of medication has been given. All medication must be clearly marked with the child's name and dosage amount and handed over to the teacher on duty. **Never leave medication in the child's bag.**

If medication of any kind has been administered to your child prior to them attending school it is your duty to advise the teacher on duty, or the reception staff.

If your child has been sick over the weekend or holiday period it is your duty to advise the School office /teacher on duty so they can be monitored.

The nursery accepts prescribed medication and teething gel. Unprescribed (eg.Panado) will be given in emergency situations only with permission from the parent or alternative contact person.

Specialized prescribed medication will be considered. Staff will be trained by the parent on correct application of this.

If you would like to know more about the symptoms or incubation periods of any illness please do not hesitate to speak to any member of staff.

Literature is available for your information.

Child Abuse

Mandating Reporting

"As professionals in contact with young children and their families, you are required by law to help the Department of Social Services (DSS) become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counsellors as well as day care/child care workers, are mandated reporters." Thus, it is the policy of ZooZoo Land preschool to report any and all suspected cases of child abuse and/or neglect to DSS, or Police, immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Our school will offer full cooperation of its staff during the investigation of the reported incident. A staff member should follow these regulations if abuse/neglect is suspected:

Definitions

Child Abuse is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well being, including sexual abuse.

Child Neglect is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Reasonable Cause means that after examining all the facts in a particular situation, most people with similar training and experience would also suspect abuse and/or neglect.

Parental Child Abuse

The following procedure has been established regarding the reporting and/or recording of suspected child abuse and neglect:

1. Any staff person that suspects a child has come to school abused or neglected, must report that information to the supervising lead teacher and Principal.
2. It is the responsibility of the Principal to contact Social Services and Police.

Institutional Child Abuse

It is the policy of the preschool program that there shall be no corporal punishment of children. No child shall be subjected to cruel or severe punishment, humiliations or verbal abuse, including, but not limited to, the denial of food. It is the policy of the preschool program that no one have unmonitored contact with the children at any time. Staff must be in sight/sound of each other at all times.

The following procedure has been established regarding the steps taken if a staff member is suspected of abusing and/or neglecting a child at the preschool program:

1. Whoever has reasonable cause to believe that a staff member or family day care provider may have been abusive or neglectful to a child or children shall immediately notify their supervisor and Principal.
2. The Principal will prepare, within 24 hours, but no later than 36 hours, a written report of the situation. The report shall include dates, times, names of all parties involved (adults and children), places, and description of incident.

3. The Principal must immediately notify the Owner. The Owner or Principal will assess
1. the situation and, if warranted, report the suspected abuse or neglect to Social Services
4. The suspected or alleged employee or family day care provider shall immediately be removed from working directly with children until a written investigation has been completed, and authorized to return as appropriate.
2. The employee will be paid only after an unsubstantiated report is made. Employee will then receive back wages.
5. Confidentiality will be maintained at all times.

School rules, playground rules, classroom rules

School Rules

Teachers provide children with opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities.

Examples include:

- We must wash our hands many times at school, especially after using the toilet and before eating
- To be safe, all four legs of the chair must be on the floor
- We use inside voices inside school
- We use kind words in school
- We sit on our bottoms on the floor and on our chairs
- We walk in school
- We use our words - no pushing or hitting
- Children eat their own lunches - no sharing of food

Playground Policy

ZooZoo Land follows the regulations in regard to playground safety that impacts outdoor space, surfacing, equipment, entrapment hazards, and supervision.

- The Manager/ lead teacher make systematic safety checks daily. The Admin department is notified of any problems immediately and repairs are made. The playground is inspected and maintained on a regular basis.
- Effective supervision is maintained at all times; staff are assigned to areas of high use such as climbing structures.
- Staff are trained on how to transition to and from the playground including face-to-face attendance of all children.
- The teacher in charge is responsible for counting children to and from the playground and checking all areas before coming back in, plus frequent checks during outdoor playtime.
- Staff responds to inappropriate play, aggression and bullying, dealing with the behaviour in an effective manner.
- Social conversations among staff are avoided and attention is on children at all times

- The surface is regularly raked/cleaned and free of dangerous debris.
- No opening is less than three and a half inches nor greater than nine inches so as not to entrap a child's head
- Children should not use ropes, scarves or other similar objects that have the potential to become entangled and create a strangulation hazard.
- Basic playground rules are reviewed with children and staff regularly.
- No climbing on fences.
- Each piece of play equipment is placed within designated areas free of obstacles and in compatible areas.
- Staff records and logs any playground injuries in the incident report — the equipment involved is noted.
- A wide variety of play materials and activities are provided and planned to maintain a creative outdoor classroom environment
- Ride on toys are restricted to designated areas—no toys are allowed near the climbing structures.
- Staff is to supervise all areas—including the monkey bars, ladder and slide, sand box, the tunnels, and climbing equipment.
- Feet first on slide—no climbing or standing on slide, no toys on slide.
- Children help clean up toys before they go inside.

Teachers check children before they go out

- The number of children and staff are counted.
- Wet areas are wiped dry when necessary.
- Standing water is removed to avoid problems with mosquitoes.
- Shoes are tied and must be safe for playing; rubber shoes only
- No jewellery or clothing that has drawstrings or other entanglements
- First aid kit, latex gloves, facial tissues, wet wipes, and small trash bag are taken onto the playground daily.
- Jug, cups and water are taken onto the playground daily.

Classroom Policy

Main classroom area:

Room use:

- Painting, clay, stencils, art corner, drawing, science/math table, small-motor area, projects,
- Snacks, and lunch
- Nap time.
- One staff assigned to each activity, when possible.

Safety guidelines:

- Children to put away materials after use.
- Scissors to be used while seated.
- All children to be seated while eating/drinking.
- Clean up spills immediately.
- Push in chairs after use.
- Keep floor clear of litter.
- Walking at all times- do not run.
- Aprons to be used for painting.

- Self-help skills—encourage children to:
 1. Pour own water/juice
 2. Wipe up spills
 3. Attempt to write name on all papers
 4. Place artwork on drying table.
 5. Put lunch boxes away.

Mat Time:

- Marked-off area, games on the rug, singing time, circle time/morning ring, story time.

Safety guidelines:

- Keep doorways clear to avoid traffic problems; encourage children to play in the middle of the room.
- Children to use a rug mat while playing games and to return toys to shelf before selecting another.
- Staff to sit with children on the rug.

Child behaviour policy

At ZooZoo Land preschool we have some basic rules for the health and safety of the children. We try to arrange the environment to avoid problem situations. We tailor our expectations to fit the development levels of the children, to minimize frustrations and inappropriate behaviour. Teachers receive on going staff training in the area of positive approaches to discipline and strategies to use with challenging behaviours. Children participate in establishing school rules and policies as appropriate. These rules are posted at the preschool.

We do intervene; we do **not** use corporal punishment, or spanking. A child is **never** subjected to cruel or severe punishment, humiliation or verbal abuse. A child is **never** denied food or force fed as a form of punishment. A child is never punished for wetting, soiling or not using the toilet.

We encourage children to develop their own control, autonomy, management of feelings, problem solving, and find their own rewards in cooperative social behaviour. The underlying goal of all discipline at the preschool is to help children develop inner self-controls to replace adult-maintained external controls. Whenever a conflict arises we support children in finding their own solutions, while also promoting the development of self-control and empathy within each individual child.

Teachers set clear, consistent limits and strive to develop close, nurturing relationships with all children enrolled. We avoid the use of the words “no” and “don’t” unless a child is in danger, and even then follow it with a reason, such as “that isn’t safe” or “I can’t let you hit Susan with the block because it hurts her.”

School rules mostly relate to health and safety. Teachers avoid ultimatums that force power struggles.

ZooZoo Lands approach to behaviour guidance (discipline) is based on the acceptance of a wide range of children's feelings and the encouragement of self control. Respect for each other and the environment are emphasized through the development of social skills such as turn-taking, helping and cooperation. Children are encouraged, individually and as a group, to generate possible solutions to conflicts, to predict various outcomes, and to choose alternative behaviours. We seek to balance the needs of the child for autonomy and individual attention, with the needs of the group for the consistent expectations which embrace a sense of fairness.

We work as a team with other teachers and with parents. Parents are encouraged to discuss any questions regarding classroom and behaviour management with the lead teacher, teacher and/or Principal.

We analyze possible reasons for the behaviour problems and make whatever adjustments in the environment that we can. We offer choices, try to redirect activity, point out natural or logical consequences of different behaviours, help the child individually or in a group to problem solve. We give hugs and words of encouragement.

The following general behaviour management strategies are frequently used at the preschool:

- Positive statements are made which tell the child the correct thing to do. For example: "Turn the pages carefully," rather than "Don't tear the book!"
- Positive redirection is used to clarify when and where a certain behaviour is acceptable. i.e., "Save your running until we go outside" instead of "No running inside!"
- Feelings are validated, and children are guided to socially acceptable means of expressing anger and frustration, such as using words, tearing newspaper, pounding play dough or a punching bag.
- The "deed" is separated from the "doer," relaying the message that "I like and accept you unconditionally but I do not like what you did."
- Behaviour we want to see continued is reinforced. Examples of positive reinforces include a smile, sticker charts, "thank you," and other words of encouragement, such as "Let's try it together."

Sometimes a child may display individual needs that are beyond the scope of our program and/or the expertise of the teachers.

If the child's teacher and the Principal feel that s/he would benefit from additional services, they will notify the parents and make recommendations. Behavioural problems that result in injury to other children or adults or require excessive one-on-one staffing to prevent frequent disruptions of the group routines are responded to as outlined in the Referral/Termination Policy of the preschool.

Referral Meeting with Parent(s)

Parents will be notified of the situation and of all ongoing developments by either the teacher or the Principal NB: Refer to *Referral Procedure Policy*. A parent conference(s) will be scheduled as soon as possible to discuss the concerns. Parents will be given, in writing: the reason(s) for recommending additional services, a brief summary of the preschool's observations related to the referral, and any efforts the preschool made to accommodate the child's needs. The Principal or lead teacher will also provide the parents with specific referrals from the list of community resources and services in the community. We will offer referrals to parents for evaluations, diagnostic and therapeutic services.

It is the parent's responsibility to share pertinent information with their child's teacher, to follow through on the referral recommendation, and to request additional conferences with the teachers as they feel this is needed. We will work collaboratively with support services to implement a plan to meet the child's developmental needs both at school and at home including consultation and education training if needed.

Suspension and Termination of Enrolment Policy

Termination is always a last resort action which is carried out only when the Principal and teachers feel that such action is in the best interest of the child or the other children enrolled. If the preschool is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are explained below.

1. The child exhibits extremely aggressive behaviour which endangers other child and/or staff.
2. The child's health and safety at the preschool cannot be assured due to circumstances such as impulsive, risk-taking behaviour.
3. Unwillingness of the parent(s) to work with teachers in the management of their child's behaviour, and/or refusal to follow the preschool's recommendations for outside support services.
4. The child's developmental needs are not being met at the preschool due to general immaturity. Behaviour indicative of a child's immaturity may include severe ongoing separation issues, excessive need for teacher attention, and inability to function independently or with the group.
5. The child has individual special needs which require accommodations causing an undue burden on the preschool.
6. If suspension or termination is due to the child's behaviour, ZooZoo Land preschool will give specific examples, and let parents know whether we will accept the child back if he receives counselling, or sees his doctor, or some other change occurs. Parents will receive a written explanation of the reasons why, and the circumstances under which the child may return. Recommendations for return will be made by the referral services in consultation with ZooZoo Land preschool.
7. ZooZoo Land preschool will prepare the child being terminated with sensitivity and consideration of their developmental ability. Children in the preschool

- program would be informed in an age appropriate manner that the child will be attending another school.
8. Non payment of school fees.
 9. Continued lateness of parents dropping off and picking up their child.
 10. Parent's display of inappropriate behaviour towards staff or children. May include: disrespectful language, disregarding program policies, verbal and/or physical harassment or any unlawful behaviour.
 11. Falsifying information on child enrolment forms.

Party policy

Here at ZooZoo Land we LOVE Birthday parties!!! This is a very special day for any child and for those who decide to celebrate their birthday with a party at school we endeavor to make it as fun as possible.

If any parent wants us to host their child's birthday here at school here's what they need to know;

- The parents need to make arrangement directly with the class teacher, preferably at least 1 week before the anticipated date to ensure that the party does not clash with other scheduled class/school activities or other birthday parties already scheduled.
- There are no restrictions as to what goodies can be brought so parents may use their discretion whether they want to bring cake or cupcakes and/or party packs. Anything that the children will enjoy is allowed (chips, biscuits, juice, sweets etc.) This can be dropped off the morning of the party, but need to be with us by 9:45am the latest.
- The party starts at 10am straight after snack time. Parents are welcome to join us for the party if they wish to do so.

Developmental Milestones

Developmental Milestones: Ages 0 through 5 years of age.

0 – 1 Year Olds

Remember that these milestones represent averages, not rigid developmental deadlines. Children move through these changes at carrying rates, some sooner, others later.

	Gross Motor Skills	Fine Motor Skills	Daily Activity Skills	Doing things for self	Language	Social and Emotional Development
Birth	When on front can lift head just enough to turn from side to side. Head floppy	Hands held in fists. Grasps objects when placed in hand, but this is a reflex action.	Responds to bright colours. Turns to light. Briefly follows objects.	Cries to make needs known.	Aware of surrounding noise, and voices. Startles at sudden noise	Develops trust or mistrust in the way they are handled.
6 weeks	On front can hold head up for a few seconds. Can be propped in sitting position.	Hands held in fists. Grasps objects when placed in hand, but this is a reflex action.	Watches faces intently when held in arms.	Cries to make needs known.	Probably recognises mothers' voice. Gurgles.	Develops trust or mistrust in the way they are handled.
3 months	Body uncurled. Arms & legs free. Kicks vigorously, raises head & hold it steady.	Hands held open. Plays with hands. Can briefly hold objects.	Follows adult movement. Follows objects. Watches own hand movements.	Cries to make needs known	Turns towards sound. Chuckles. Can tell difference between sounds.	Baby responds with obvious pleasure to friendly handling.
4 months	On front lifts head & shoulders. Starts to roll from back to front. If arms supported can hold sitting position.	May try to take hold of things.	Can focus on objects at almost any distance.	Puts and to breast or bottle when feeding.	Makes cooing noises, a first long vowel sound, blowing raspberries.	Fixes eyes unblinkingly on mothers face.
6 months	May sit unsupported for a	Grasps objects	Watches toys when	Puts and to breast	Has	Still friendly

	few seconds. Bounces up and down when supported.	with Palmer grasp. Transfers objects. Puts everything in mouth. Plays with feet.	dropped.	or bottle when feeding.	'conversations', stops making sounds that do not form part of heard language	towards strangers but occasionally shows some shyness or anxiety towards strangers.
8 months	Rolls over .can sit unsupported. Gets into crawling position, rocks back and forward.	May offer things to people but cannot let go on purpose.	Recognises familiar faces.	Holds, bites and chews biscuits.	Babbles repetitive strings of syllables. Responds to name.	Baby clearly shows resistance or annoyance, by stiffening her back, and throwing body backwards
9 months	Reaches for toys when sitting. Can get into sitting position. Crawls. Pulls to standing position.	Gains control over each finger. Waves good bye. Points. Claps hands. Uses pincer grip.	Searches for hidden toys.	Grabs spoon when being fed.	Understands a few words – no, bye-bye. Uses different intonation patterns.	Can distinguish between strangers and familiar faces. Becomes clingy around this time.
11 months	Can sit. Walks sideways holding furniture. Walks forward if hands are held.	Lets go deliberately. Empty & fills containers.	Searches for hidden toys.	Grabs spoon when being fed.	Uses first words. Uses voice to draw attention.	Can demonstrate affection. May start to have separation anxiety.

1-2- Year Olds

Gross Motor Skills	Fine Motor Skills	Daily Activity Skills	Cognitive Skills	Language	Social and Emotional Development
Running climbing and jumping Can climb stairs Balancing on toes for short periods	Holds objects in hand. Builds tower of three to six bricks. Makes side to side marks on page with crayon.	Able to dress himself/herself in simple clothes. Attempts to do buttons. Feeds him/her self with a spoon.	Cannot ID colours Starting to match colours	Understanding and following simple instructions.	Parallel play (playing alongside a friend)
Kicks a ball without losing balance Catches a big ball Throws a big ball	Turns pages of book, several at a time. Turns knobs and screws lids. Starts using one hand in preference to the other.	Drinks from a cup	Cannot ID shapes Starting to match shapes	Uses 2-3 words together	Able to pick up toys and pack away
Recognises 1-5 body parts and shows on self	Works zip.	Imitates household chores.	Can match to identical objects.		Very dependent on familiar adults.

3-Year-Olds

Gross Motor Skills	Fine Motor Skills	Daily Activity Skills	Cognitive Skills	Language	Social and Emotional Development
Walks with an agile	Assembles simple puzzles	Verbalises when wanting to go to toilet. Washes and dries hands himself.	Identifies most body parts Able to name body parts	Understands most of what is said and 75 percent of speech is understandable	Follows simple directions; enjoys helping with household chores
Catches large balls and throws over head	Manipulates clay; finger paints	Mastered toilet training during the day	IDs and names primary colours (red, yellow and blue) and also green Matches colours Sorting different colours together	Speaks in complete sentences of 3-5 words	Begins to recognize own limits – asks for help
Rides a tricycle	Copies simple shapes, such as a cross or circle	Able to put on shoes. Fastens buttons	Discriminates between square and circle Matches circle, triangle, square and rectangle Copies a circle	Understands concepts of “now,” “soon,” and “later”	Likes to play alone, but near other children (does not share well)
Climbs ladders; uses slide independently	Stacks blocks up to nine high	Eats and drinks from a cup independently.	Counts up to 10 Shows age on fingers Knows the difference between many and few	Begins to recognizes cause and-effect relationships	Begins to notice other people's moods and feelings

Gross Motor Skills	Fine Motor Skills	Daily Activity Skills	Cognitive Skills	Language	Social and Emotional Development
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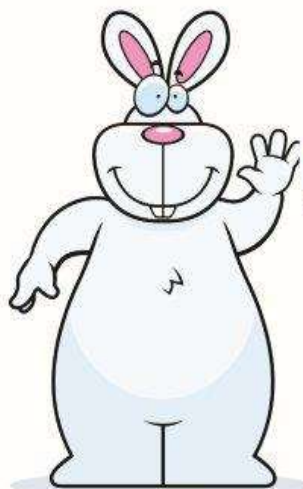
4-Year-Old

<p>Stands on one leg for 2 – 10 seconds</p> <p>Jumps on one leg 8 times</p> <p>Walks full length of balancing beam forward</p> <p>Walks on toes forward and backward</p>	<p>Copies crosses and squares</p> <p>Prints some letters</p>	<p>Toilet trained during the day</p> <p>Able to take off shoes and socks</p> <p>Able to do and undo buttons</p> <p>Uses a fork and spoon to eat</p>	<p>Names basic shapes (rectangle, square, circle, triangle)</p> <p>Matches additional shapes (oval, half-circle, diamond)</p> <p>Discriminates between a square and rectangle</p>	<p>Uses a 1,500-word vocabulary;</p> <p>speaks in relatively complex sentences (“Mommy opened the door and the dog ran out.”)</p>	<p>Takes turns, shares, and cooperates</p> <p>Able to work with other children</p> <p>Plays and interacts with other children</p>
<p>Catches a soccer ball with 2 hands after it bounces Can easily catch, throw, and bounce a ball</p> <p>Runs and kicks a slow moving ball</p>	<p>Uses table utensils skilfully</p>		<p>Counts to 15</p> <p>Starts to count objects</p> <p>Recalls 3 numbers in a specific sequence</p>	<p>Understands words that relate one idea to another – if, why, when</p>	<p>Expresses anger verbally rather than physically</p> <p>Enjoys pretending and has a vivid imagination</p>
<p>Can brush teeth, comb hair, wash, and dress with little assistance</p> <p>Able to Identify and name most body parts</p> <p>Knows pinkie, thumb, knees, hips, shoulders</p> <p>Can complete missing parts on a picture</p>	<p>Cuts on a line</p> <p>Manipulates scissors correctly</p>		<p>Knows all primary colours (red, blue, yellow)</p> <p>Knows additional colours (green, orange, brown, purple, pink)</p>	<p>Understands space concepts (more, less) and past, present, future, but does not understand the duration of time.</p> <p>Thinks literally; starting to develop logical thinking</p>	<p>Can feel jealousy and may lie to protect self (but may not understand the concept of lying)</p>

5-Year-Olds

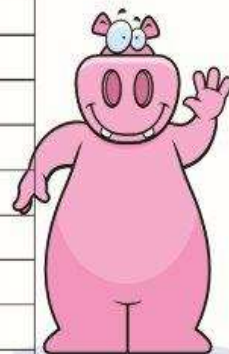
Gross Motor Skills	Fine Motor Skills	Daily Activity Skills	Cognitive Skills	Language	Social and Emotional Development

Runs in an adult manner Walks on tiptoe, broad jumps Stands on one leg for 9 seconds Jump on one leg forward	Hand preference is established	Washes and dries hands independently Putting on and taking off of shoes and socks	Ids and names primary and secondary colours (red, blue, yellow, green, orange, brown, purple, pink, black and white) Orders colours from light to dark Colouring of picture nearly accurate, stays mostly in the lines	Speaks fluently; correctly uses plurals, pronouns, tenses. Gives own name and surname	Distinguishes right from wrong, honest from dishonest, but does not recognize intent Understands the concept of give and take
Ids and names other body parts (elbow, tongue, middle and ring finger, pinkie, thumb, hips, shoulders) Knows the basic function of body parts Adds body parts to an incomplete picture	Cuts out simple shapes and pastes it Manipulates scissors correctly		Knows basic shapes (square, rectangle, circle, triangle) Knows other shapes (diamond, heart, half-circle, oval, cross)	Very interested in words and language; seeks knowledge. Asks the meaning of words	Plays make-believe dress up (mimics adults)
Walks on a balance beam Skates and jumps rope Catches a tennis ball Catches a ball with 2 hands after it bounces	Colours within lines		Counts to 20 Starts to count objects Recalls 3 numbers in a specific sequence Able to plus and minus calculations up to 5	Uses complex language. Expresses needs well	Seeks to play rather than be alone; friends are important Able to work with other children
Kicks a ball in the air Runs and kick a ball successfully				Thinking is still naïve; doesn't use adult logic. Tells fantasy stories	Wants to conform; may criticize those who do not

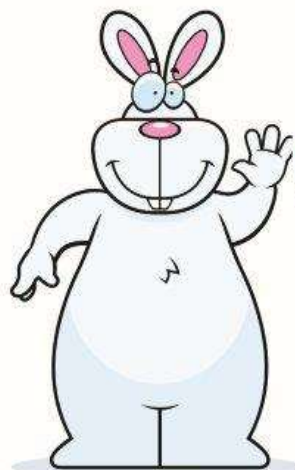


Daily Routine 1-3 years

Time	Activity
6:00 - 7:45	Arrival and Breakfast
7:45 - 8:00	Individual classes
8:00 - 8:30	Outdoor free play
8:30 - 8:45	Nappies/Toilet routine
8:45 - 9:00	Morning ring/Theme discussions
9:00 - 9:30	Creative Art Activities
9:30 - 9:45	Educational games and puzzles
9:50 - 10:00	Nappies/Toilet routine
10:00 - 10:20	Snack
10:20 - 11:00	Outdoor free play
11:00 - 11:15	Music and Movement
11:15 - 11:30	Story
11:30 - 12:00	Lunch
12:00 - 12:15	Nappies/Toilet routine
12:15 - 14:00	Nap time
14:00 - 14:30	Wake up/Nappies/Toilet and packing bags
14:30 - 15:00	Snack
15:00 - 17:30	Outdoor free play
17:30 - 18:00	Movies and Departure



• Please note this is only a guideline and may change from time to time



Daily Routine 3-5 years

Time	Activity
6:00 - 7:45	Arrival and Breakfast
7:45 - 8:00	Individual classes
8:00 - 8:30	Educational games and puzzles
8:30 - 8:45	Toilet Routine
8:45 - 9:00	Morning ring/Theme discussion
9:00 - 9:50	Creative Art Activities
9:50 - 10:00	Clean up
10:00 - 10:15	Snack
10:15 - 10:30	Music and Movement
10:30 - 11:45	Outdoor free play
11:45 - 11:55	Washing hands/getting ready for lunch
11:55 - 12:10	Lunch
12:10 - 12:20	Story
12:20 - 12:30	Toilet Routine
12:30 - 14:00	Nap time
14:00 - 14:30	Wake up/Toilet and packing bags
14:30 - 15:00	Snack
15:00 - 17:30	Outdoor free play
17:30 - 18:00	Movies and Departure



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How to Say Good Bye to Your Baby or Toddler

Dealing with Separation Anxiety

Dealing with separation anxiety is one of the toughest parts of parenting. Seeing your child cry, scream or throw a tantrum as you walk out the door can be hard to deal with. Separation anxiety can occur as young as six months and often peaks between 12 and 18 months, bear in mind however that it is recurring and often develops again around three years and five years of age. It can make life difficult and cause problems with work, your spouse and may even disrupt your sleep. The following are tips to make leaving your child bearable for both her/him and you.

Talk to your child

Give your child plenty of time to be prepared for your departure. Tell your child where he/she will be spending their day and where you will be going so there are not any surprises when you head out the door. Talk to your child about all the fun things he/she will be doing at school. ***Don't sneak out the door without letting your child know in advance that you are leaving, because this could only cause more problems. At the time sneaking out may seem like the best option, as you don't have to see your little one cry. However, it will only increase your child's anxiety and cause them to become unsure and clingy.***

Have a goodbye routine and a plan for reuniting

It could be a simple high five, or a hug and kiss but having a routine for when you leave will cue your child that you are leaving. Also, letting your child know you will be returning and by telling him/her what your plans will be upon your return, will ease your child's mind. Perhaps you will play a favourite game or read a favourite book when you come home. Talk to your child about what you will do when you reunite. Make sure you follow through and spend some quality time with your child. Give your child your undivided attention when you reunite. If you are on your cell phone, TURN IT OFF.

Most importantly, if your child cries, do not keep returning. This will only serve to reinforce this behaviour. *Once you say good bye it is time to go!* If you have to physically hand your child to his caregiver do this. Trust you are leaving your child with a capable caregiver who will distract your child when you leave.

Dealing with the guilt

Saying goodbye to a crying child is extremely hard. It may help to check on your child after you

leave. A brief phone call may just ease your mind. Often you will find your child calmed down soon after you left.

Try to remind yourself that you need to leave your child once in a while. Whether it be to have a date night to reconnect with your spouse or go to work to pay your mortgage you can't always be there. Whatever the reason remind yourself what you both gain by spending time apart. If you have a career you enjoy, you become a more interesting and fulfilled person, making you a better parent. Your child also gains the benefit of being with other children, by being at ZooZoo Land and spending time and bonding with other people in his life, for example Grandma. Both of you will become enriched by the experience and the time you spend together becomes precious.

Remember Separation Anxiety is just a phase. Try these tips to ease the problem and next time saying goodbye will not be so hard. It is quite usual at this point for both you and your child to be feeling a mixture of excitement and anxiety! This is normal. While it may feel hard or strange, we do insist on the first day, that **all parents** leave as soon as possible. This will enable all the children to settle down from the get go, interact with the class teacher's, and their new classmates.

Be reassured that any upset child who is crying usually calms down the minute you walk out of the door; our teachers are trained and know exactly how to handle and distract upset little ones. If at all necessary we will call you.

As a parent it is your job to help your child learn to handle difficult situations – such as saying good bye. By being positive and excited when greeting your child's care giver, your child too will become confident and happy to be left with them.

Although difficult at first, once mastered, you will have provided your child with a lifelong skill, that of being able to cope in uncomfortable situations when you are not available and also to socialize independently of you.

Good luck