



Kidz@Play Playschool & Afterschool

Newtown Hall Maynooth



Kildare Kidz @Play School & Afterschool Limited
CRO Number 603100

T/A Kidz@Play Playschool & Afterschool

Play Based Emergent Enquiry Curriculum Family
business established for over 30 years

Directors Evelyn Reilly & Jessica McGrath



Owner/Managers

Maynooth: 0894397091

Early Childhood Ireland Member, TUSLA Notified and Inspected.



Dear Parents, Guardians and especially Children.

Welcome to Kidz @ Play.

Kidz@Play is an established family business for over 30 years originating in Maynooth Co. Kildare. Evelyn Reilly and Jessica McGrath, a mother daughter team have expanded to create a purpose-built early years pre-school and afterschool setting in Newtown Hall Maynooth Co. Kildare.

Evelyn developed the business originally from a home-based playschool and the playschool moved from Beaufield in September 2017 to the new purpose facility 1km from the Beaufield unit. Evelyn holds a MA in Humanities in Early Childhood Care & Education, a BA ECEC, delivers training and lectures in the field of early childhood care and education. Evelyn also worked for the Department of Education and Skills inspecting the educational quality dimension to early years practice.

Jess has a unique experience background as she came to work as a four-week-old baby with her mother as she ran the original home-based playschool. So, we can say Jess was born into the business! Jess continued to expand her knowledge by obtaining an honours degree, gained experience in different settings Montessori, play based and primary school junior classes and successfully managed

summer camps for large companies. Jess manages the Kilcock Kidz@Play service within Scoil Chóca Naofa delivering both pre-school and afterschool. Jess took over the helm as general manager and owner during Evelyn's inspection period. Jess holds a Master's in Education Maynooth University.

Now together this vastly experienced mother daughter team have pooled skills and experience to form a Company that will guarantee the highest quality in the delivery of education and care in the Newtown Hall site.

Together with a highly qualified staff team which are experienced qualified and working in Kidz@Play for many years the Newtown Hall service can offer to the children and families quality care and education in the Maynooth area.

As a member of Early Childhood Ireland, we create a welcoming environment for children through our play based emergent curriculum where children's interests, development and rights are central to our philosophy and in line with the national curriculum framework for early years Aistear.

Newtown Hall service: Opening Hours: 7.30am- 6.00pm

Preschool Sessional under the ECCE Scheme

Part-time Care for age 3yrs upwards & Full Daycare for age 3 yrs. plus.

School age childcare: Children attending primary school. Before & Afterschool care

We are registered for all government subsidized afterschool programmes, ECCE & NCS.

While we do not transport children to local schools, we facilitate a bus stop at our service for a local school bus Sean & Angie Tracey. We are open during school holidays and mid-term breaks; places are allocated depending on booking. Occasional school days off may not be catered for if the ECCE programme is running.

Summer Camp for preschool registered children.

Service closes during the Christmas school break for 2 weeks.

What we offer:

ECCE Sessional preschool Morning and afternoon classes

22 children per class x 3 qualified and experienced early years educators.

Times: 8.30 -11.30 am 8.40-11.40am Session 1 12.10-15.10 & 12.20-15.20pm

12.00-3.00pm Session 2

5 days a week Monday-Friday School year 38 weeks as per DCEDIY

We also offer places to children who are awaiting to qualify for free places a competitive rate

Part-time & Full-Time care

For Pre-school children & School age children age 3-12 years

We offer this extended service to pre- school age children 3 yrs. plus who wish need childcare on a full time or part time bases.

Before school and afterschool care for school age and pre-school children.

Food options available in consultation with parents

MISSION STATEMENT

Kidz@Play Playschool believe the importance and **power of play** as a method of learning and development for pre-school children. The central approach in our playschool focuses on children who viewed as capable, confident and active in their learning and development. Skilled practitioners ensure the environment supports play as a vehicle for learning and development. Children's interests are skillfully observed, documented with plans for progression and extension of learning in line with Aistear the National Curriculum framework for early childhood care and education in Ireland.

Partnership with parents and sharing children's interests with parents and children is central to our vision and belief.

"Play is central to the well-being, development and learning of the young child." Síolta, the National Quality Framework in Ireland.

"The Power of Play helps children to turn into life - long learning" Bruce 2004

Values

At Kidz@Play we value **Play** as vital to children's overall development.

We value early childhood as a distinct time in children's lives.

Children as active and interactive learn

The elements of our environment include.

- Indoor spaces with clearly defined areas
- Outdoor playtime is an essential part of our curriculum and learning environment.
- A familiar and relaxed environment.
- A wide range of equipment materials and play items.
- Support by qualified professionals.
- The uniqueness of each child
- Primacy of families in the lives of children
- Partnership with parents and community
- Adults and peer's role in children's learning

Vision

In Kidz @Play Playschool & Afterschool our vision is to develop a quality service where each child is valued and nurtured. Play is important "Work" for the child and the children are afforded the opportunity to holistically grow and develop within a warm caring play environment with adults that recognise, respect the needs of the child and will build on these interests and needs.

Approach

Our approach is centered on a play based emergent and enquiry curriculum.

Children's interests are explored, supported and documented.

We acknowledge school readiness in terms of developing dispositions for learning centered on children's interests, skills, well-being and engagement. Practitioners plan for children's progression based on careful observations and a balance of adult directed, initiated activities. Children are encouraged to take the lead in their learning and development.

The environment provided is safe, and interesting and supports a variety of challenging and stimulating experiences for the children through which they play, learn and explore.

The adults will facilitate this process with support and encourage positive attitudes towards learning. Adults are trained in the field of early childhood education and are skilled in observations. Observations are the means of meeting the needs of each child, providing for their emerging interests and recognising when support is required.

This process will be facilitated by adults who will provide appropriate, timely balanced intervention as well as support, to encourage positive attitudes towards learning.

The playroom is divided into different areas and interests which promote the different types of play and encourage skills such as turn taking cooperation, speech and language development, fine and gross motor skills, sharing, interest in nature and the world and art and crafts.

Children will be encouraged to play in all areas and there is no pressure to produce "work" but encouraged to enjoy the process of creating.

Each child's learning and development and well-being is facilitated within the service through the provision of age-appropriate opportunities, activities, materials and play experiences taking into consideration the cultural context of the child.



Home Corner:

Playhouse, puppet theatre, dress-up, make tea, shop.

In this area the children co-operate and share, learn to take turns, use language to communicate with each other, role play, use imagination and problem solve through their play.

Library: (includes books/emotional development resources such as puppets and quiet corner).

Where children can, through appropriate books encourage language development and deal with the emotional well-being of child with themed books.

Art/Sand /water Area:

Painting/sand/water area available freely to:

Promote creatively and skills of pouring, Concepts of art and science and textures.

Table Top Activities: Playdough, puzzles, threading, mark making, and small construction all supporting the development of fine motor and cognitive skills.

Action songs, rhymes and dance:

Language and communication development is supported through a variety of ways including action songs, rhymes, dance, and the use of visual timetables, supporting routines and transitions. We do not sit and rhyme off letters and numbers but children learn through mixture of activities and action songs.

Construction Area:

A variety of construction materials indoors and outdoors facilitate open-ended opportunities for children to build and explore.

Sensory Room:

A dedicated unique sensory room with soft lights, sensory materials and equipment provide for an inclusive setting where children with additional needs can explore with their class friends in a sensitive and chilled out zoned area.

Outdoor garden:

A natural outdoor garden freely accessible daily from the pre-school rooms supports children's well-being and physical development.

Raised flower beds, sensory and herb garden, growing vegetables, a mud kitchen, outdoor painting easel, water wall and sand pit and a variety of outdoor resources ensures children develop resilience and a healthy outdoor learning opportunity.

A covered in outdoor area ensures children can access daily outdoors play no matter what the weather is like.

The play areas indoor and outdoor and play curriculum support Aistear the Early Childhood Curriculum principles and themes of Well-being, Identity and Belonging, Communicating and Exploring and Thinking.

WHAT YOUR CHILD NEEDS FOR PLAYSCHOOL

Settling In:

Due to Covid19 restrictions we will facilitate a staggered transition for your children. An opportunity for parents to come with their children will be organised.

An introduction video will be sent to each family.

Take your time when settling in your child to playschool.

Don't expect too much too soon. A gradual approach will help build confidence.

Please make sure parents/childminders are available in the early transitional days.

Clothes: Play clothes: Clothes to play in which are easily managed for toileting. Suggestion a tracksuit or leggings. Send in a spare set clearly labeled.

Outdoor play is an essential element to our curriculum. A set of water proof clothes is essential and wellington boots as children can play outdoors in any weather.

'There is no such thing as bad weather to play outdoors only bad clothing' Peterson

Lunch:



Kidz @ Play promotes

Healthy eating policy in line with Healthy Ireland.

ECCE and sessional playschool classes children bring in from home a small packed lunch and drink.

Lunch boxes and bags should be small and to comply with safety food standards should be a **thermos bag** to keep food at correct temperature to avoid food poisoning and easy to open so the child can gain independence.

Thermos bags are the only ones acceptable and only one bag is allowed in school to encourage independence. Un-eaten food will be sent home so parents can see what child eats. Treats not allowed unless previously discussed such as a birthday.

Healthy lunches which children can easily open are encouraged. This supports independence and Covid compliance.

Food: Part-time and full day care

Food provision will be discussed with child's family.

Breakfast club: Menu available on request. Staff handling food are HACCAP trained.

Little Dinners a registered HSE food company deliver nutritious meals to Kidz@Play.

Our service cooks Amy & Pam prepares all meals and snacks.



SCHOOL TERMS Sessional ECCE Scheme

Playschool runs from end of August/ September to June (school year) 38 weeks and closures are generally as in the Primary School calendar. Term closures will be given in advance usually midterms and Christmas and Easter.

Fees: There are no fees for children qualifying under the Free ECCE Scheme. A deposit for all children is required and returned when children's qualification under the scheme have been verified. Fee's policy applies. **Fees** for non-ECCE Scheme/Part-Time and Full day & Afterschool are available on request.

All government afterschool schemes are supported.

All fees are payable whether your child is present or absent for the number of days your child is booked in. Fees are calculated to include official school closures such as Christmas and Easter.

A deposit is required on booking. Fee policy applies.

School holidays and mid- term breaks:

Kidz@Play will be open during these breaks for registered part-time or full-time and school age children.

Kidz@Play closes for the Christmas break for all services offered.

Play Based and Emergent Enquiry based Curriculum. Supporting Aistear: National Curriculum Framework & Siolta Principles

Emergent curriculum is a philosophy of teaching and way of planning curriculum that focuses on being responsive to children's interests to create meaningful learning experiences.

This philosophy prioritizes active participation, relationship building, flexible and adaptable methods, inquiry, and play-based learning.

Curriculum is child-initiated, collaborative and responsive to the children's needs.

Proponents of this style of teaching advocate that knowledge of the children is the key to success in your programme. (Cassidy, Mims, Rucker, & Boone, 2003; Crowther, 2005; Jones & Reynolds, 2011; MachLachlan, Fleer, & Edwards, 2013; Stacey, 2009a; Stacey, 2011b; Wein, 2008; Wright, 1997).

Kildare Co Childcare Committee.kccc.ie

The starting point for any emergent curriculum begins with teachers as facilitators who carefully observe and record these observations on children at play in the classroom.

The documented evidence is used to plan meaningful activities for the children based on their interests.

Using this evidence as a planning tool provides for a horizontal learning experience which scaffolds learning for children.

As the curriculum is continually changing, emerging and developing, early year's practitioners need to ensure that some time is set aside for reflection on their observations and plan activities to extend on children's interests.

Once the early year's professional observes a child's interest, they can use this evidence to develop activities that compliment and build upon this emerging interest, with opportunities for play at multiple ability levels.

The learning environment

As an emergent curriculum focuses on children's independence and scaffolds learning through developing interests, the learning environment is an essential component.

Areas of interest contain equipment, toys and materials which are stored at children's level in order for them to be fully accessible to the children visually and physically.

Areas and equipment are labelled with words and pictures, and materials are kept in storage containers for ease of access.

In order to accommodate different types of learning the environment should provide opportunities for children to work in groups of different sizes, as well independently.

Using open ended materials allows children to experience and manipulate materials in different ways.

Kidz@Play environment both indoors and outdoors support the emergent curriculum.

Educators through a key person approach observe children's interests and document learning outcomes, interests and plan to extend children's interests and learning opportunities.

The Aistear Siolta Practice Guide provides educators with reflective tools and ideas to support and develop the curriculum.

<http://www.ncca.ie/en/Practice-Guide/Curriculum-Foundations/>

Kidz@Play environments both indoors and outdoors are carefully planned to support the children in engaging in play activities which are open-ended, resources with real and natural materials and encourage group participation.

Defined areas can be changed and modified to support children's interests and extend learning opportunities.

Areas include: Home corner, construction, library, small world, table top activities, band and music, puppets. Painting is freely available with a dedicated mark-making and creative zone.

Outdoors include opportunities for exploring sand, water, large construction, den, growing and gardening sport equipment, art and creative outdoor areas, space to dig, explore and run. The outdoor area is designed as the 'classroom under the sky' with zoned areas supporting opportunities for learning and development.

Our dedicated sensory room has softened lights a dark den, light table and cube and sensory resources where small groups of children can explore sensory play facilitated by experienced and trained educators.

PARTNERSHIP WITH PARENTS

We work in partnership with children's parents and carers, encourage parental involvement, and spend time getting to know families. We have a variety of ways of informing parents of their children's activities and progress and value the positive effect this has for all involved. Management and Key teachers will organise a variety of ways to connect with parents under Covid compliance, such as messages, photos, WhatsApp individual and group, phone calls and meeting safely.

The way we facilitate and encourage this includes.

- Asking parents for their views and suggestions.
- Time set for Key teachers to contact parents
- Give regular news letters electronically.
- Host parent's workshops (depending on Covid) forward links to parents around supporting children.
- Invite parents to attend and participate in arranged events such as Christmas party graduations, etc in line with Covid guidance.
- Update our notice board and window regularly and information sent via parent's groups.
- Compiling portfolios/Individual learning journals of children's work for parents.
- A parents WhatsApp and Facebook where emergent themes and information are shared.
- Support parents in facilitating National Childcare Scheme.





Staff Profile: Sarah Ginty Manager: Maynooth

FETAC Level 6 Supervision & Management Childcare

FETAC Level 5 Childcare CACHE Diploma Childcare

HSE Child Protection Awareness Training First Aid Cert

14 Yrs. Experience in Kidz@Play Childcare Setting.

Summer Camp Manager Kidz@Play

Síolta Workshops IPPA Workshops

HACCAP Food preparation

Josephine Phelan: Maynooth Early Years Educator

FETAC Level 5 Childcare First Aid Certificate

FETAC Level 5 Health and Safety Manual Handling.

Aistear in Action training.

Síolta Quality Assurance programme. Childminder nine yrs. experience

HSE Child Protection Awareness Training Síolta and Aistear Workshops

IPPA Workshops Fire Safety Training

Summer Camp Supervisor Kidz@Play

Yvonne Flood: Maynooth Early Years Educator

BA Early Childhood Teaching and Learning (Hons) Maynooth University

FETAC Level 5 Montessori Practical and Theory Component Certificate (Approaches to Early Childhood Care and Education)

Midland School of Childcare Montessori Diploma

Advanced Certificate in Supervision FETAC Level 6

Child Psychology FETAC level 6.

Liberties College Childcare FETAC level 5. Occupational First Aid

KARE (Early Years-Supporting children presenting with sensory, intellectual or physical impairments)

Over 7 years working in early years services as a practitioner and room manager.

Yvonne joined Kidz@Play in 2017

Emma Duignan: Manager: Maynooth: LINC Inclusion

coordinator.

BA (hons) Level 8 Early Childhood Education & Care Institute of Technology Carlow.

FETAC Level 5 Full Award. First Aid Certificate.

Síolta Workshop Aistear Workshop

HANEN Speech and Language Training.

Lámh training.

Nutrition food in Early Years workshop HACCAP Food preparation

Curriculum planning in line with Aistear 8 years' experience in Kidz@Play

Síolta Quality Assurance Programme. AIM Equality & Diversity Training Summer Camp

Assistant Bright Horizons Summer camp assistant Kidz@Play Variety of workshops and CPD in ECEC.

LINC QQI Level 6

Laoise Mc Donagh: Maynooth Early Years Educator

BA (Hons) Level 8 Early Childhood Education and Care Institute of Technology Blanchardstown

BA Level 7 Early Childhood Education and Care Institute of Technology Blanchardstown.

Healthy Smart Start HSE training.

First Aid Certificate

HACCAP food safety Certificate Summer camp Kidz@Play

4 years' experience as an early years educator.

Debbie Boylan Maynooth Early Years Educator

QQI Level 5 Early Childhood Care and Education

First Aid Certificate

Over 10 years' experience as an Early Years Educator

Jessica McGrath Director/Manager Kilcock

MA Education Maynooth University 2019 completed.

BA (Hons) Level 8 in Montessori Education, St Nicholas Montessori College

BA Level 7 in Montessori Education, St Nicholas Montessori College

LINC (Leadership for inclusion in the Early Years} QQI Level 6 MIC

Currently studying Masters Education Maynooth University

First aid cert.

Camp Manager Bright Horizons.

Camp Leader Bright Horizons Summer Camp.

Department of Education and Skills: Special needs tutor responsible for implementation of individual learning plans.

HSE Child Protection Awareness Training. Aistear in Action workshops.

Aistear and Síolta workshops. Storytelling Workshop

Professional development workshop ECI

Work experience Montessori schools and primary schools.

Assistant manager Kidz@Play

Síolta Quality Assurance Programme. AIM Inclusion co-ordinator

Elaine Donnelly Supervisor: Kilcock

FETAC Level 6 Supervision and Management Dunboyne College

FETAC Level 5 Childcare Dunboyne College Office and Administration experience.

First Aid Certificate

Aistear and Síolta Workshops 7 yrs. working in Kidz@Play Work experience

conducted in Kidz@Play.

Síolta Quality Assurance Programme. AIM Equality & Diversity Training Aistear in Action programme.

Summer Camp Manager Kidz@Play Summer Camp Assistant Bright Horizons

Laura Moran: Assistant Manager Curriculum Planning Kilcock

Laura supports the development of curriculum in line with Aistear and Síolta in Kilcock.

BA Hons (Level 8) Early Childhood Education and Care Institute of Technology Carlow 2014

First Aid Training Joined Kidz@Play 2014

Síolta Quality Assurance Programme. AIM Equality & Diversity Training Summer Camp

Assistant Bright Horizons Variety of workshops in ECEC.

HACCAP food preparation

Evelyn Reilly Director and Owner:

Administration & Training

MA Humanities ECEC by Research Presidential Scholarship Institute Technology 2015.

Ba (Hons) Early Childhood Education & Care Institute of Technology Carlow: 2011

City & Guilds 7303 Train the Trainor Teaching Adults: Early Childhood Ireland: 2012



FETAC Level 6: Management and Supervision Childcare.

FETAC Level 5: Integrating Children with Additional needs 2005

FETAC Level 5 Childcare

Montessori Diploma Portobello Institute.

Department of Education & Skills Early Years Inspector

Lecturer Maynooth University BA Degree programme ECEC.

Lecturer Institute of Technology Carlow BA Degree Programme

Tutor part-Time FETAC Level 5 Early Childhood Ireland & IPPA.

National Chair IPPA the Early Childhood Organisation.

Secretary Board Early Childhood Ireland

Kildare Co Childcare Committee Private Providers Representative.

Over 30 plus years' experience working in early childcare setting.

