

# Prospectus

*KG1 & KG2*



## *Chapter One*

**Where a child's story  
begins...**



## A Place To Learn, Play and Grow

Chapter One provides you the parent and your child the best in quality childcare. Based in Shatti al Qurum, under the umbrella of Ministry of Education, we give your child the opportunity to experience and enjoy the world around them. You can feel at ease knowing your loved one is being cared for by experienced, friendly staff in a safe and engaging environment

We believe in learning through play and aim to teach our children through valuable and unforgettable experiences.

**A new beginning – Chapter One – Where your child’s learning story will begin!!**

Although we're not their parents, we care for them each day,  
We cuddle, sing and read to them, and watch them as they play.  
We see each new accomplishment, help them grow and learn,  
We understand their language, we listen with concern.  
They come to us for comfort, we kiss away their tears,  
They proudly show their work to us, we give the loudest cheers!  
No, we're not their mothers, but our role is just as strong,  
We nurture them and keep them safe,  
though Chapters One is not long!  
We know someday the time will come, when we will have to part,  
But we know each child we cared for  
we will have given them a caring, loving start!





## About us

**The business owners and founders  
of Chapter One, Muscat are:-**

**Diane Gillam  
Jon Gillam**



Diane. has 39 years experience in the private early years sector and has shown the success throughout the years of providing high quality provision with experience including maternity nursing and working with children and young adults you need additional support needs. Diane has a true passion for what she does and will be support management within the nursery and Kindergarten and will be involved with staff training programmes.



Jon plays an active part with the management team across all Chapter One nurseries. He is the Financial Director and works with management on budgets to ensure the environments meet required standards.



## Our Ethos

We believe that learning should be fun and fun should be learning. Learning happens everywhere especially in an ever-changing environment. Our focus is on the children they are the future and the most important people and they should be treated so. We expect our teachers and staff to see learning from the child's point of view by getting down to their level, only this way do we see what they are seeing everyday. As adults, we are here to enable play opportunities and therefore learning opportunities, we will not get in the way of natural learning experiences. We will simply match the curriculum with the children's interests and needs. We want children to learn without even realising they are doing so.

## Our Aims

We aim to be different and provide children with a hands on approach to learning. By trying and doing, instead of hearing and seeing. For the children to lead their play and experiences and for us to provide a safe and naturally stimulating environment. For our children to become confident , responsible, effective and successful in all they set out to do.

To work in partnership and consult with other professionals, our parents and our young learners. To extend the 'hands on learning approach 'to our staff teams with encouragement for self development and training.

To acknowledge never-ending improvement through self evaluation and peer reflection.

**Let's first talk about play and the importance it holds in a child's development and learning process...**



### **Why is play important?**

**Play** is an **important** part of a child's early development. **Playing** helps young children's brains to develop and for their language and communication skills to mature. ... They teach young children about communication, develop their motor skills and help with problem-solving.

### **What do you mean learn through play?**

**Learning through play** is a term used in education and psychology to describe how a child can **learn** to make sense of the world around them. **Through play** children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new

### **How Play is used to stimulate learning**

**Play** provides opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge. **Learning** through **play** promotes the development of social, emotional and intellectual abilities of a child. It is through **play** that children develop their imagination and creativity.

### **How do children learn language best?**

**Language** acquisition is a product of active, repetitive, and complex **learning**. The **child's** brain is **learning** and changing more during **language** acquisition in the first six years of life than during any other cognitive ability he is working to **acquire**. ... Adults help **children learn language** primarily by talking with them.

# Don't Underestimate the Power of Play

One of the best things about children is their sense of fun and adventure. Whether it's playing pretend, drawing, or freeze tag, they are enthusiastic participants. And while all this playing may seem like just fun and games, research shows it is actually at the core of child development and learning.

## The Importance of Play Why is play so important for children?

### 1. Play - Builds self esteem

"I can do it"

children realize they can make things happen, build a tower, roll a ball, etc..



### 2. Play - Encourages creativity - kids use their imagination and build towers, design cities, pretend a block is a truck



At **Chapter One** we plan for learning to meet individual children's needs. So many settings use themes and topics and whilst from time to time this may evolve, what we need to realise that to inspire a child to learn, they must be interested in the subject.

For example if we tell the children this week we are learning about 'under the sea', whilst you may have some enthusiastic participants, not everyone is interested in that subject and therefore immediately they switch off to learning.

But, if we capture children's individual interest, then we can link this to give encouragement for learning naturally.

For example a child is fascinated with cars, so to do a numeracy lessons using cars to—sort match, line up, count etc will be far more interesting and will engage that child.

That is why a clear knowledge of each individual child is important which enables us to deliver learning in a fun and playful way.

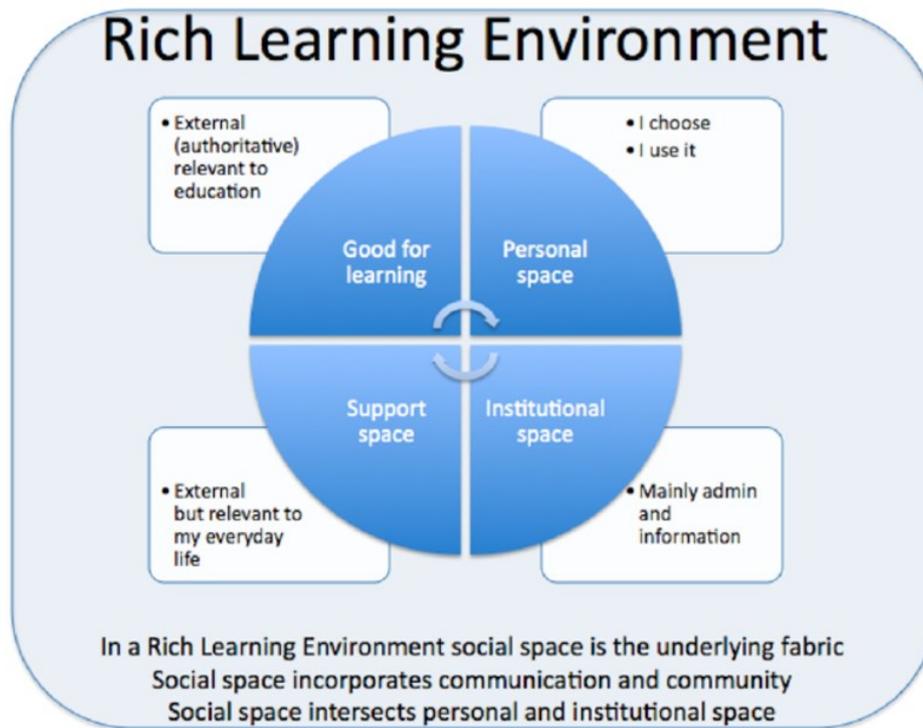
We often find that when we approach learning in this way groups of children become involved and it is about teachers delivering exciting ways to teach and adapting to suit all children's abilities to give challenge and breadth within the learning and to be able to evidence the impact it has on individuals.

## **We promote an 'Active learning' approach...**

### **What is Active Learning?**

Active learning is an umbrella term for learning and teaching methods which put the children in charge of their own learning: through *meaningful* activities, they *think about* and *apply* what they are learning. It is a deliberate contrast against passive learning.





At **Chapter One** our environments are rich with learning experiences and opportunities to develop inquisitive minds. They are designed to inspire and cover curricular areas throughout the classrooms and play areas.

You will see lots of natural materials to inspire imagination and problem solving.

### What is Rich learning?

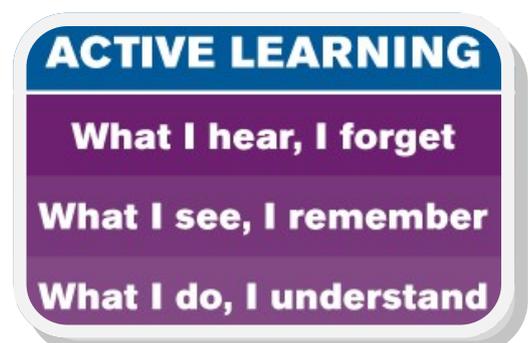
In a **rich learning** environment, teachers recognize the central role of creativity and engage students in exploring ideas and issues, challenging traditional assumptions, solving complex problems, and constructing knowledge rather than just memorizing it.

### What is a Rich learning environment?

Creating a rich learning environment. Teachers create rich learning environments by using materials, routines, and activities that reinforce language, literacy, and math skills throughout the curriculum and throughout the day.

#### **Example...**

By *rich mathematical learning* experiences we mean those in which children are offered opportunities to engage in activities which *have* the potential to lead to conceptual understanding in mathematics, that challenge children to think, and foster the communication of mathematical reasoning.



At **Chapter One**, we recognise that a system of continuous self evaluation is of paramount importance enabling us to evaluate 'How good is our teaching and learning'.

Everyone should be involved in these processes, including management, staff, children and parents. Having everyone's voice heard is very important to ensure that we are maintaining high standards of both care and teaching and that we are meeting the needs of individuals and supporting families.

These processes also help define training needs for staff and helps us to work with a continuous development plan.



Effective schools requires teachers to be motivated, reflect on practice and action necessary changes to transform knowledge about change into reality.

At Chapter One we strongly believe that continuous progress and development should be ongoing and helps everyone to grow and develop the school enabling staff and children to fulfil their full potential.



## The Curriculum

# curriculum for excellence



## What is Curriculum for Excellence?

### Aim

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

### Purpose

Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

These are referred to as the four capacities.

## What is the curriculum and what does it include?

Curriculum for Excellence is designed to be more flexible and enriched curriculum from 3 years. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

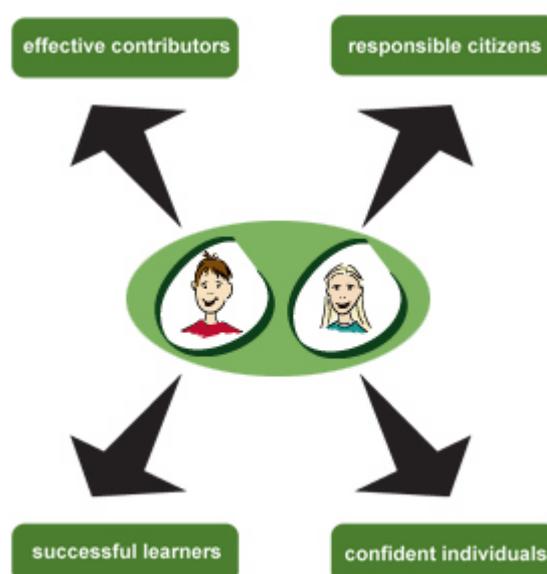
Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

### Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Communication & Language
- Numeracy and Mathematics
- Sciences
- Languages: Arabic and English
- Islamic studies
- Technologies.



Arabic Curriculum.... LUGHATI FARAHI

... MY LANGUAGE IS MY HAPPINESS

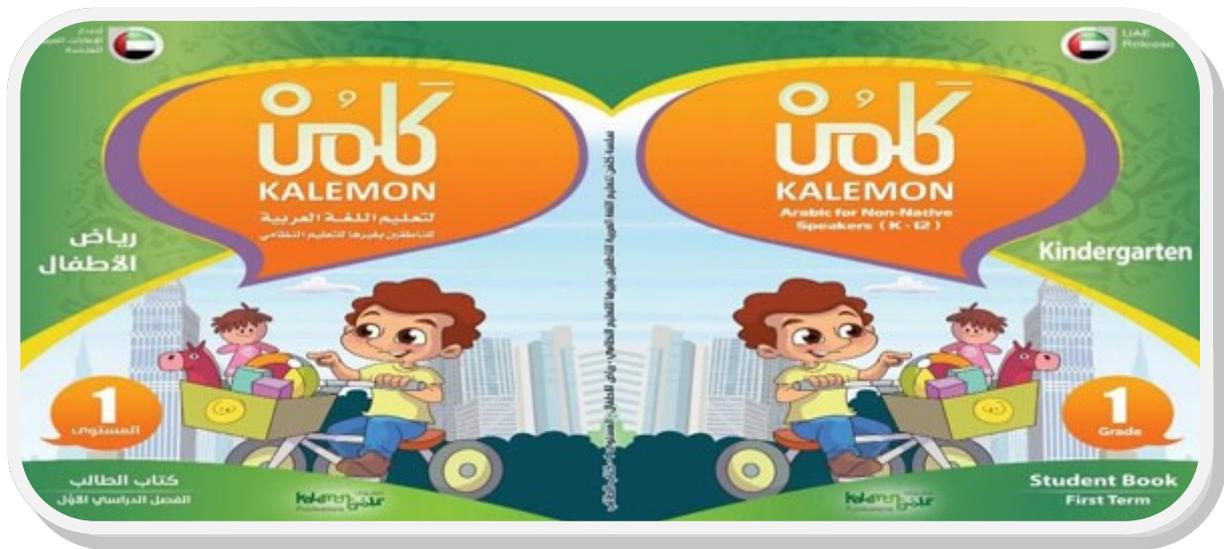


لغتي ..... فرحي

في حياتي أستخدم لغتي وفي مدرستي أحتضن كلماتها وأنشد قصصا وأشدو ألحانا.

ولأن لغتي العربية مهمة في دراستي، نتطلع في شابترون إلى إثراء لغة الصغار بأساليب المرح واللعب مستخدمين مناهجنا المعتمدة من وزارة التربية والتعليم ووسائل تعليمية داعمة لها.

يقوم بهذه المهمة فريق معتمد من الوزارة مؤهلين تربويا ومتخصصين في مجال رياض الأطفال ذو خبرة في مدارس في نفس المجال.



## The curriculum for non-speaking Arabic student—KALEMON

### Kalemon Arabic curriculum—KG1 and KG2

The content used is created using play to introduce young students into the learning process. Kalemon content works to establish positive attitudes in children, with the main goal being the development of the child's readiness to learn, write, and acquire language skills. Kalemon focuses on training the child to develop phonological recognition, visual discrimination and movement discrimination.

Kalemon beginner content continues to work on developing phonological recognition skills through using day-to-day phrases and dialogues that focus on repeating key-words. The vocabulary gets more extensive and complex from one grade to the next, giving special consideration to real life language.

The language is simple and direct, with colourful illustrations to describe different situations.

Additionally the textbook subject matter and lessons are entertaining and encourage learners to express their thoughts in Arabic as fluently as they do in their native language. The content also focuses on the child's world, hobbies and games, the child's life at home and school, the child's relationships with relatives, friends and neighbours.

This is done through a team of experts in this field or skilled Omani teachers who are qualified with the latest trends in delivering this curriculum.



# OTHER INFORMATION

## On-line Learning journals



At Chapter One each child will have their easy-to-use **online learning journal**. **This** helps educators and parents to record, track and celebrate children's progress in early years **education**.

Every entry helps to create a complete story of a child's time at nursery, pre-school or school. It enables parents to keep involved in their child's learning by getting notifications to see what observations and progress has been recorded.



Each parent has their own personal login details to view their child's learning story and parents have the option to making comment and adding information to share with teachers.



## **Snacks—meals—refreshments**

For those wishing to have breakfast this will be served 7.30—8.00 am

Morning snack of fresh fruit—milk—water will be available 9.30—9.45 am

Two course lunch is available and will be served at 12.30

For more details please see the menu planner.



## **Extra Curricular Activities**

We hold a variety of extra curricular activities which run from 1.30—3.30pm daily.

Some of the activity clubs we run are:-

- Come and be an artist
- Mini chef programme
- Gymnastics
- Music
- Sticky Kids movement and physical activity.



Please ask for our Activities Programme with further details of how to book and fees.





Your child is allocated a 'Key Person' within their room, who is responsible for your child's well being, ensuring your child feels individual, secure and cherished while they are away from home. Your child's Key Person will liaise with you at the end of each day, keeping you informed of your child's experiences at nursery and ensuring you don't have to miss out on any aspect of your child's day.

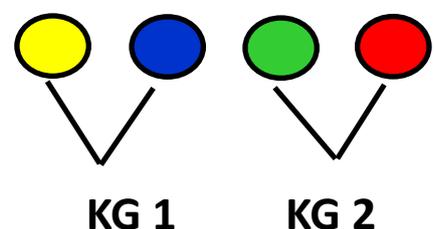
Teacher and support staff carry out regular observations of every child in our care, ensuring your child's learning and development incorporates their interests and needs. These observations cover all areas of learning according in line with the curriculum, as well as records of special moments, like kindness towards others or eating something for the first time, and spontaneous moments, which captures your child's response to certain activities or events as they happen. All of your child's experiences at nursery are recorded on their on-line Learning Journal, enabling you to look over your child's time at nursery for years to come.



**Our working ratios are:**

**3-5 years / 1:8**

**We will have four working groups within classroom -Yellow—Blue—Green—Red**



## The Key Carer Approach in Practice

Young children need to spend enough time within their own family, so that their emotional attachment is secure and their parents feel confident about dealing with their behaviour. However, a close relationship needs to be nurtured between teacher and parent(s) a pattern of genuinely shared care and shared affection for a baby or young child. Otherwise, young children are emotionally adrift between two social worlds.

The Key Carer is responsible for creating a personal relationship with the child and family. This relationship starts when it is clear that the parent(s) will take up a place in the nursery or KG.

The Key Carer takes responsibility for records of their key children. But, this pattern co-exists with the continued personal relationship. The Key Carer approach does not become just an administrative role as soon as a child is judged to be settled.

### **So What happens when the Key Worker leaves?**

All staff in the team within the room work closely together through planning meetings and consultation. This way the child builds relationships and familiarities with all. In the event of a Key Carer leaving their post smooth transition is ensured within the team and the newly appointed teacher is supported, advised and consulted with on previous events, learning and development of the child. Our senior staff and management work very closely with staff to ensure there is no disruption to the child or family through these types of changes.

### **Support for the Key Worker**

Through regular supervision time and one to one meetings is the time when key carer practice is discussed. It gives opportunity for the Key Carer to raise issues of concern within their role where they can be supported with a shared focus on resolving issues to ensure all wellbeing measures are taken.





## Parent Partnership

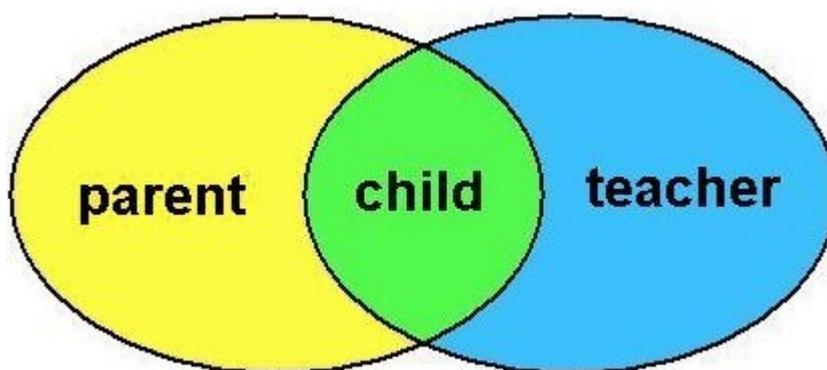
The benefits of Chapter One is the extension of family feeling. Parents are our partners in learning and we will display excellent communication by not only daily face to face contact and making time for discussion, but we also share information via Facebook—Website updates, latest new publications and parent evening.

We have a settling in procedure to welcome families into nursery and work with parents setting out individual care plans.

Working in partnership with parents is central to the way in which we work. Our teachers need to find out about children's early experiences from parents so that we can best plan for their learning.

All contributions from parents are welcomed. Helping out during sessions, sharing their interests or cultures with children and taking part in discussions about the provision, all provide the opportunity for parents to learn about the life of the setting and about young children's learning, in the setting and how this can be supported at home also.

This all forms a great partnership to ensure your child get the support to meet their individual needs.



# Parent Handbook

When starting at Chapter One you will be given our parent handbook which will give information as to where to find things, our key carer system, main policies on procedures on administration of medication, accident and incident procedures... and much more.



We recognise that in today's busy life parents at times just need to simply talk about issues which may evolve within home life e.g.... "my child won't eat" "my child has tantrums" etc. There are endless problems that arises in family life and when parent choose to place their child at Chapter One that means we are hear to listen and give support and guidance.

Each child will have a care plan and this is a working document which is designed to ensure that all the wellbeing support is given. Children like adults can have many issues again, for example some children find it hard to interact, this can be quite common problem, but, with the right approach and planning to support, the child can be guided to feel secure and start to become part of a group.

Children are all individual as is each family and each and every family will be supported and respected in our partnership of working together.

# Why choose us?

**Because you want the best for your child!**

**High quality care and teaching.  
Strong belief in staff development & training.**



In the UK we are privileged that every year hundreds of parents make the choice to let us share their family and care for their children, in the knowledge that they are in caring, fun and safe environments.

We pride ourselves on having a pro-active management team who work together and will continue to do so linking UK to overseas. Through continuous development to engage children in early learning experiences. To share ideas and practice to bring exciting and new ways of delivering learning to capture a child's imagination.

Quality controls are in place to ensure that the highest of standards of care and learning opportunities are given within safe and stimulating and rich environments.

With over 38 years expertise and an excellent reputation in the UK upon which we have built our success

**Quality** childcare is often something you would see when people describe their provision—the difference is, for us , it's not just a statement.....  
**It's a fact and something we practice in our every day work!**

**We look forward to starting your  
child's first chapter together!**



It is extremely important that all teachers and support staff work to the same guidance and follow procedures to ensure that every day practice meets the highest of standards.

Therefore we have set policies and procedures to enable us to share the vision of expectations. As everything, these are reviewed and changed to suit requirements and the review process is shared with all relevant staff and parents to ensure that everyone is fully informed.

On the parent notice board you will find a list of all Policies and Procedures and copies can be given on request. Each month via facebook we will post 'The policy of the month' for everyone to see and where necessary evaluate and review.

## Application process

Application for placement can be made via the website or by completing the enclosed application/registration form.

On receipt of the application we will confirm availability. When placement is agreed an enrolment form for completion will be given along with terms and conditions of placement.

## Visiting the School

We welcome all families to come along and visit Chapter One to see and talk about what we do and the fun your children will have. We will be proud to show you our environments and show you the passion that each and everyone involved has to provide our little learners with everything to equip them for their next Chapter in learning.

Appointments can be made by phoning or emailing (contact details overleaf) we also operate an open door policy so if you are passing then we would welcome you to pop in and see us.



## General

It is of great importance when considering a place for your child that you take time to visit and talk to our teachers and support staff who will work with you to meet the needs and requirements of your child. We welcome you to visit when we can introduce you to our staff and show you our unique and wonderful environments.

Chapter One has been designed to provide first class facilities. An application form can be found towards the back of this prospectus, together with fee and registration details.

## Times of Opening

7.30 am—1.30pm

Extra curricular activities 1.30—3.30 pm

Please see annual calendar for term dates/closures



Telephone	
Email	<b>Muscat.sq@chapteronechildcare.com</b>

**Villa 4045/4047—Way 3050**

**Shatti Al Qurum, Muscat**

**[www.chapteronechildcare.com](http://www.chapteronechildcare.com)**



**It is not just about filling a vacancy; it is about finding the right person for the right job.**



At Chapter One we pride ourselves on our investment in our staff as individuals and as teams.

We have a good selection process and induction programme.

We recognise that having the right people in the right job is of paramount importance to create successful learning environment and promoting the welfare of each child.



Staff are our biggest resource and investment into training and support is our high priority.

We strive to develop a culture of enthusiastic, motivated and passionate people who genuinely care.

The most important resources in any environment are effective and knowledgeable adults. This is important to remember because it is the quality of teaching that is crucial, not the materials bought in or made.

In planning and guiding children's activities, teachers reflect on the different ways that children learn and reflect these in their practice.



# Testimonials

**Our business comes from recommendation....**

**Don't just take our word for it!**



*'Chapter One deserves to be a centre for excellence, they really do approach every aspect of their nursery care with professionalism, thought and enthusiasm. Our child will leave at the end of the summer and we're so upset to be leaving such a first class nursery.'*

**'Chapter One benefits from strong leadership and a highly supported, motivated and well trained caring staff team. There is a homely and welcoming atmosphere where every child and their family are valued as individuals and feel part of a community. My child is extremely happy and well looked after.**



**'Staff are fun and my child loves them all!'**

**These are comments which the Care Inspectorate obtained from their questionnaires prior to one of our nursery inspections.**





Throughout our lives, many chapters are opened and closed and we all know the ***first chapter in a child's early years*** has a very important influence on a child's life.

Let the story begin by giving your child the best start in life - Chapter One, where ***every child matters!***

[www.chapteronechildcare.com](http://www.chapteronechildcare.com)



Visit us on Facebook and Instagram

