

# Prospectus

*Nursery—3 months to 3 years*



## *Chapter One*

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



## About us

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

**Diane Gillam  
Jon Gillam  
Mohammed Jawad**



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 support management within the nursery and



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.



## 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 Social Development (MOSD), 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.



*Play Learn and Grow*  
Early Education Centre

**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  
we will have given them a caring, loving start!





## 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. 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



## Care Routines in Nursery



The routines necessary in caring for very young children offer opportunities for bonding and learning.

Routines are an important part of the day for babies and very young children, whether they are within a family home or in a day nursery. These routines can be a source of learning which is just as important as their exploration of play materials. They can be:

- The personal physical care routines necessary for young children who cannot yet take care of themselves, such as changing, cleaning, dressing and feeding.
- Daily routines of care and support for everyone, such as arrival and leaving times, meals and snacks, rest or sleep periods are all important parts of the day.

### What's the rush?

If children are to learn through these routines, helpful and supportive practitioners need to value routines as a time of possible learning. Children cannot benefit if they are bundled through changing time or made to wait while adults tidy up just because it's quicker. The child must be at the heart of everything we do.

### Physical care routines

Children's physical care demands a great deal of attention, especially with under-twos. The routines of feeding, changing nappies and dressing will occupy more of the carer's day than with older children, but this is not lost time.

On the contrary, when you treat babies and toddlers genuinely as individuals, your warm communication supports their emotional development. Very young children can develop a positive sense of personal identity because you make personal contact with them during mealtimes. You can show them how you realise that their likes and dislikes are different from those of their friend.



**Getting it Right for every child** means we constantly need to be improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right

# getting it right for every child

At Chapter One we understand the importance of supporting babies and young infants, to enable them to learn and develop healthy and to prepare their minds for future learning.

Did you know.... At birth, the brain already has about all of the neurons it will ever have. It doubles in size in the **first year**, and by **age three** it has reached **80 percent** of its adult volume. Even more importantly, synapses (a junction between two nerve cells) are formed at a faster rate during these years than at any other time.

We all know that parents play a huge role in a child's learning and at nursery we aim to enhance this by offering great opportunities for exploration looking at physical and emotional development. Allowing children to have experiences that enhance and challenge their senses gives them a solid foundation to understanding the world around them.

At **Chapter One** we understand the importance of early learning right from the start is important and our staff are trained...

- To understand how the brain develops and functions from conception to the age of three
- To reflect upon how young children develop and learn and how this impacts on the connections made within our brain
- To understand the response of our brain to conflict situations and how this relates to young children and their ability to think.

We also ensure our lovely nursery support all children by providing enabling environments.





At **Chapter One** our environments are rich with learning experiences and opportunities to develop inquisitive minds. They are designed to inspire and allow children to make choices.. You will see lots of natural materials to inspire imagination and problem solving.

### **What is Rich learning?**

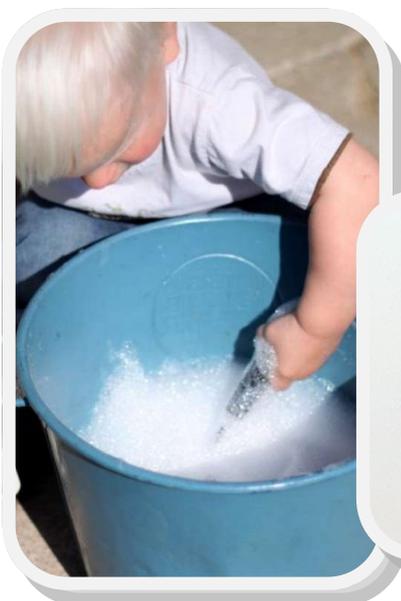
In a **rich learning** environment, teachers recognize the central role of creativity and engage babies and young children in exploring ideas and issues, challenging traditional assumptions, solving problems, and constructing knowledge rather than just memorising it.

### **What is a Rich learning environment?**

Creating a rich learning environment. Teachers create rich learning environments by using materials, routines, and activities that reinforce communication and language.

For *example...*

- ***With our lovely daily song circle***
- ***Splash play with bubbles and foam***
- ***Lets get squishy with sensory dough ... to name but a few!***



We group the children into age and development stages, ensuring they get the best possible opportunities which are geared to their abilities and care needs.

### **Babies—3 mths— 15 months—Caterpillar group**



Our little rollers and crawlers

### **Toddlers -15 months—2 years**



Our little ones spreading their wings and on the move

### **2 years—3.2 years—Busy Bees**



Our busy little bees starting to explore and collect information and getting prepared for the transition to KG and the next journey in learning

## Childcare and welfare plans

When children join Chapter One we take time to discuss with parents routines at home, we try to follow family routines and record these patterns of care.

We regularly update as the child develops and consult with parents regarding changes at home so we can fully support and work with families.

As each child and family is different we recognize the importance of working together for the benefit of all.



*Precious Little One  
Child Care Center*



## Sleep time

Babies and young infants need a daytime nap and we have sleep rooms when children can cosy down with calming music.

We follow parent requests to help keep routines.

Our 'busy bee' group (2-3year olds) often need their nap or quiet time after lunch if they are attending afternoon, extended hours.

We have a sleep time policy and procedure which states that a member of staff is always on hand and every 10 minutes children are checked. The sleep policy is available upon request.



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

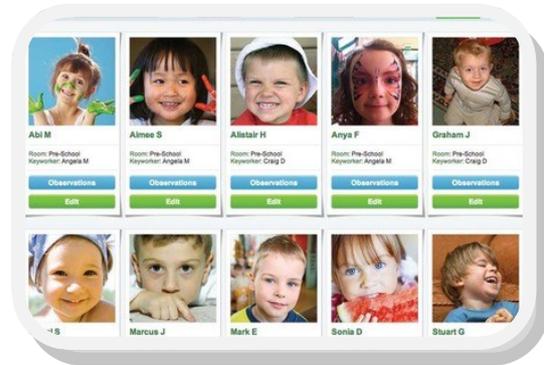
At Chapter One we strongly believe that continuous progress and development should be ongoing and helps everyone to grow and develop the school enabling staff and children to fulfil their full potential.

**Leadership**  
IS LIFTING  
A PERSON'S **VISION** TO  
HIGH SIGHTS, THE RAISING  
OF A PERSON'S **PERFORMANCE**  
TO A HIGHER STANDARD,  
THE BUILDING OF A  
**PERSONALITY** BEYOND  
ITS NORMAL LIMITATIONS.



# 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 and development 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 contribute.

# DAILY ROUTINE

Daily report sheets are given to parents with information on fluid and food intake — nappy changes and any other specific notes regarding daily care and wellbeing support.

## 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.



All dietary requirements are catered for and for babies blended food will be supplied.  
Baby formula milk is to be provided by the parent.

### Weaning Foods for 6+ months baby





Your child is allocated a 'Key carer' within their room, who is responsible for your child's wellbeing, ensuring your child feels individual, secure and cherished while they are away from home. Your child's Key carer 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:**

**3mths—2 years—1:3**

**2—3 years—1:5**

## **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 Carer 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 Carer**

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

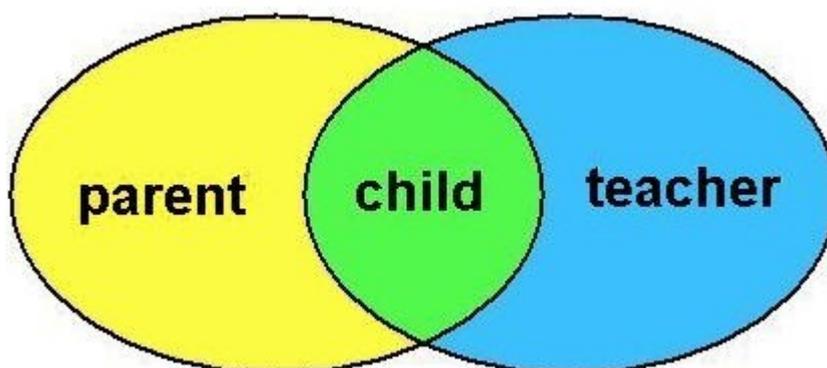
The benefits of Chapter One is the extension of family feeling. Parents are our partners in learning and we will display excellent communication by not only daily face to face contact and making time for discussion, but we also share information via Facebook—Website updates, latest new publications and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

Enquiries for placement can be made via the website or by completing the enquiry registration form.

On receipt of the enquiry we will confirm availability. When placement is agreed a registration form for completion will be given along with terms and conditions of placement.

### Visiting the Nursery

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 are 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—5.30pm

Please see annual calendar for term dates/closures



Telephone	
Email	<a href="mailto:muscat.sq@chapteronechildcare.com">muscat.sq@chapteronechildcare.com</a>

**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 a 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

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



# 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  
inspection.





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)

Email: [muscat.sq@chapteronechildcare.com](mailto:muscat.sq@chapteronechildcare.com)

Please visit our KG school where children can smoothly transition from Nursery to KG1 . Prospectus for KG is available upon request .



Visit us on Facebook & Instagram

