



CHATTERBOX PLAYSCHOOL
Centro per l'Infanzia
Viale La Plaia 11 Cagliari

Starters Section

18-36 months

**Early childhood educational services (L.R. 23/2005)
in educational continuity with the
State Nursery School "Chatterbox English School".**

PROSPECTUS



CHATTERBOX STARTERS PROSPECTUS

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PURPOSE OF THE PROSPECTUS

The prospectus aims to provide useful information to understand the organisation of the Chatterbox Starters Sections and the services it offers to families.

- ✓ *It promotes* comparison and communication between parents and service providers, aiming to contribute to create a climate of **trust**, an indispensable condition for a quality educational service.
- ✓ *It also defines* the level of **quality** of the services to guarantee the declared standards.
- ✓ Recognises the right of parents to **transparent information** on the educational path that Chatterbox proposes and on the methods of access.
- ✓ *It affirms* the **centrality** of the child in the design of the educational service, proposing to guarantee and protect the right to psychophysical well-being and to the harmonious development of his cognitive, affective and relational potential.

THE SERVICE

The Chatterbox Starters Sections are early childhood educational services - in compliance with the requirements for the "Primavera Sperimentale" section - which work in accordance with Regional Law 23/2005 and implementing legislation. They are managed by Chatterbox srl, in continuity with the Joint Educational Institutions "Chatterbox English School – Movers and Reception Sections" and "Chatterbox Primary School".

The **Chatterbox Starters** are aimed at children aged 18-36 months, specifically supporting their development in different aspects, with particular attention to the relational, motor and linguistic aspects. For the academic year 2022-23, at the headquarters of Viale La Plaia there are two sections that offer reception services, individual and group educational activities in a protected environment and with professionally qualified personnel. They also guarantee the canteen service and rest, favouring a balanced and harmonious psycho-physical and social development of the child.

As part of the Chatterbox Playschool, the Starters section offers an educational and learning path entirely in English, aimed at the bilingual education of children who - immersed in a context particularly attentive to language development - are guided in a natural way to learn the new language, without neglecting the development of their mother tongue, which is also decisive for the acclimatisation of children.

The children's entire journey takes place in close collaboration with the family, integrating with the other educational, didactic and cultural services of the Chatterbox training offer aimed at children.



THE STRUCTURE

It is located in Cagliari in Viale La Plaia 11 (tel. 070 6848551), where the **Starters Sections** for children aged 18-36 months operate in continuity with the Movers Sections of the Kindergarten aimed at children aged 3 and 4.

From December 2021, the spaces have been expanded with the creation of a second and distinct structure with new classrooms, entirely dedicated to the Starters Sections, while the sections of the Kindergarten have also been able to expand their spaces also using the other rooms of the original building made available.

Both buildings are surrounded by a large garden and the entire area is located in a central district rich in important city resources such as the Town Hall, the Civil Port, the Railway Station, and other important monuments and cultural sites.

The spaces are structured to meet the needs of different ages, so as to make it possible to organise diversified, individual educational activities in small or big groups.

Inside there are special "corners of interest" dedicated to play, to the laboratories, to the educational activities, but also spaces for rest and care and hygiene activities.

The Sections are equipped with all the environments and equipment necessary for a correct psychophysical development of children and include:

- an entrance space in conditions of adequate protection from the weather and protection of the internal microclimate;
- a dressing room, with furnishings for children's personal belongings;
- classrooms with different areas dedicated to play, workshops, educational and movement activities and rest;
- toilets for children equipped for change and personal care;
- a specific space intended for the reception and administration of meals and morning and afternoon snacks;
- the area in the Movers area intended for offices, and meetings with parents, to ensure confidentiality and privacy during parents evening.

There are also rooms reserved for staff with dressing room and toilets and for auxiliary services (warehouse, storage).

The Sections benefit from an outdoor green area for exclusive use, with garden and equipment for play and entertainment.

THE EDUCATIONAL PROPOSAL

Chatterbox welcomes children, without discrimination of sex, race, language, religion (Art. 3 Cost.) with particular attention to situations characterised by difficulties of adaptation, learning, disability or disadvantage. The educational environment is proposed as an "educating community" made up of children, educators, parents and all those who actively participate.



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Chatterbox offers a multilingual and multicultural education, with a training proposal that develops from 18 months to 14 years, collaborating to make the children of today the adults of tomorrow capable of being creative, innovative, enterprising and able - one day - to participate responsibly in the community in which they live.

The educational proposal tends to mature in children the sense of truth, justice, trust, responsibility and their own identity.

OUR EDUCATIONAL PRINCIPLES

Chatterbox Educational Services operate in compliance with the following principles:

CENTRALITY OF THE CHILD

Our educating community is at the centre of its activity the "child", proposing to welcome them in a safe, protected, creative and stimulating environment, in which they can freely express their relational, cognitive, affective potential. In the organisation of the educational activity we take into particular consideration that each child is unique and therefore requires attention and diversified responses from the educators.

EQUALITY AND IMPARTIALITY

All children are guaranteed and offered the same opportunities, without any distinction and discrimination, according to the criteria of objectivity and impartiality, of respect for the needs of each child.

CONTINUITY

The Chatterbox Starters Sections operate with a view to continuity, comparison and growth, both in their respective paths and with the other classes and locations of the kindergarten and with the subsequent order of school, in order to create and guarantee the continuity of the educational and training offer.

PARTICIPATION

Chatterbox promotes and supports the collaboration and active participation of the family in the life of the educational service by promoting opportunities for exchange and mutual comparison.

QUALITY ORIENTATION

The service pursues the specific purposes with a view to continuous improvement through constant monitoring of quality and with the continuous training of educational staff.

CLARITY, COURTESY AND TRANSPARENCY

In relations with families it operates with **clarity, transparency and courtesy.**

Clarity is useful for information and exchange with families that allow an effective understanding of educational work.



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Transparency is important so that the rules on the operation of the service are understandable and clear to the user.

Courtesy expresses a relationship based on the awareness of sharing responsibility for the well-being of the child and favours that parents can feel welcomed and therefore involved.

THE EDUCATIONAL PROPOSAL

The Chatterbox educational offer offers an educational experience aimed at the integral development of the person, through the discovery of reality in all its aspects and in its deep meaning in order to solicit and welcome natural curiosity and positive openness to the world and to the people with whom children enter into a relationship.

Chatterbox Educational Services:

- welcome the child in their entirety, with their emotions, their history, their natural curiosity to know, understand and express themselves;
- contribute to the harmonious and integral education of the child, in continuity with the family environment, respecting and enhancing the evolutionary rhythms, skills, differences and identity of each one, in the development of their potential, to ensure a balanced and positive growth;
- offer a totally English-speaking environment aimed at the development of language and the expressive and communicative skills of the child, in which the emotional and motivational aspects are the basis of the natural and spontaneous learning of the English language;
- propose an educational context of concrete experiences and reflective learning that integrates, in a process of unitary development, the different forms of doing, feeling, thinking, acting, expressing, communicating, recognising and enjoying beauty and giving meaning by children;
- they are a place of enhancement of the game in all its forms and expressions, of direct experiences of contact with nature, objects, materials, the social environment.

PACT OF EDUCATIONAL CO-RESPONSABILITY

By subscribing to the request for registration to the Chatterbox Starters Sections, the family declares to share and undertake to comply with the Chatterbox training proposal, together with the relative Prospectus and the Service Regulations.

HOW TO ACCESS THE SERVICE

The family interested in the service can send a contact request to info@chatterboxschools.co.uk.



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The secretary immediately arranges an appointment with the Coordinator or a delegate for the visit to the structure and a meeting to present the service and customise the proposal in relation to the needs of the family.

It is now possible to visit the Chatterbox educational sites, by appointment, in compliance with the rules of distancing, and meet the educational team for a dialogue and a direct knowledge of the educational proposal. In addition, images relating to the environments and activities carried out are available on the dedicated website and on social channels.

Families can choose, depending on their needs, the time of attendance within a "basic offer" that goes from 7:45 to 15:30, with the possibility of further extension or reduction of hours in relation to the actual needs of the family.

The attendance fee - established annually by the Management - is published on the website of the Structure (www.chatterboxschools.co.uk).

As for the entries, the ranking list drawn up according to the criteria defined by the Regulations of operation of the service is respected.

The registration contract and the Regulations regulate the methods of settling in and resignation from the service.

ROLES AND FUNCTIONS OF THE VARIOUS PROFESSIONAL FIGURES

1 The Educators.

At each Experimental Spring Section there is an Educator in possession of the requisites required by current legislation and a mother tongue educational-linguistic Tutor. In each section, in relation to the age of the children, the numerical ratio between educators and children is strengthened in order to favour the performance of activities in small groups.

The educators take care of the children entrusted to them, promoting the well-being and harmonious psychophysical development of the child and supporting their growth in continuity with the educational action of the Family.

2. The Coordinator.

They deal with the management aspects of the service and the educational and didactic coordination. Especially:

- supervises and directs the planning of activities by the Educators, monitors and observes the development with a view to supervision and quality verification;
- promotes and manages moments of training and updating for the Educators and the Families;
- supports communication with families and participates in the educational dialogue with the Educators;
- replaces absent staff;
- plans the activities of complementary services;
- designs any improvements to the service;
- coordinates projects with external experts;



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- promotes the development of educational continuity;
- monitors and promotes communication to the Family.

3. The Office Contact Person

Supports the Coordinator in the pursuit of the quality objectives of the service and takes care of the harmonious development and positive interaction of the training offer of the office.

4. Auxiliary staff

They provide the cleaning of the rooms and objects, the care and order of all the linen necessary for the activities, collaborates in the reorganisation of the premises after the different activities and routines of the day, collaborates with the Coordinator and the Educators for the proper functioning of the service.

5. Administrative staff

They work at the various offices of Chatterbox and deal with the administrative and accounting aspects of the service and the front-office towards families.

6. The canteen service:

It is entrusted to an external catering company that prepares meals in compliance with the dietary tables approved by the ASL and delivers them to the structure in the manner provided for by the legislation and the HACCP Manual.

FAMILY PARTICIPATION

The participation of parents and families in the educational path is essential for a full reception of children. It is pursued both at the beginning of the year during the phase of meeting and settling in of children, and during attendance to encourage sharing and educational continuity with the family. The parents evening are a privileged opportunity to promote and encourage dialogue between parents and the educational team and to build a correct and respectful educational dialogue. The first moment of meeting (initial parents evening) aims to provide families with all the useful information to know the rules of operation of the service, the methods of settling in, the contents and purposes of the educational program and to receive from parents a "presentation" of their children with attention to their particular needs, experiences and personal characteristics. Opportunities for daily meetings are also considered important, giving value and meaning to "spontaneous" and "informal" contact.

The section assemblies (October/March) are a very important moment for the educational team and parents; during the meetings the Educators have the opportunity to tell and share with the families the path of growth through images, videos and stories of the discoveries and significant experiences of each child.

To encourage and facilitate dialogue with Management, the annual election **of the representatives of the parents** of the Starters sections in the Collegial Bodies of the Chatterbox Schools is also planned. The elected parent participates in meetings with Management and with the



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representatives of the other school orders: the Parents Committee is an advisory body, which can express proposals, opinions and guidelines regarding the promotion of new initiatives and, more generally, on the activities of educational structures.

The educational continuity between school and family is based on the mutual trust expressed by the **Chatterbox School Promise** (<https://www.chatterboxschools.co.uk/public/pg/about-us/2>) which, based on the recognition of the primary responsibility of the family and on the task of supporting it carried out by the educational community, expresses the Common intentions.

To make these intentions effective, **the Structure:**

- guarantees the child a protected and safe environment;
- welcomes the child in a professionally qualified training context;
- encourage the active participation of families through communication tools and moments of encounter;
- ensures respect for confidentiality and privacy in the processing of personal data concerning the child.

Relationships in the Sections also require compliance with certain rules of conduct, essential to ensure a serene atmosphere or to allow the organisation of the Service to operate safely and effectively.

To create these conditions, which are also essential for establishing a relationship of mutual collaboration and trust, **parents undertake to:**

- respect the times of entry and exit from the Structure and to agree on any change in the time of attendance of the child for the well-being of the child and for a good organisation of the service;
- ensure prompt availability through one or more telephone numbers, constantly update the names of the persons authorised to take the child back at the end of the educational day;
- regularly check your e-mail box to be informed about communications and initiatives;
- promptly communicate any absence of the child, especially in case of illness, respecting the policy established by the Regulation;
- communicate any type of pathology of the child that may constitute a danger to health, to himself or others, to the normal frequency or coexistence in the section;
- resume attendance after illness only when the child is completely cured, to protect his psychophysical well-being and in compliance with the appropriate procedure;
- communicate any type of intolerance or food allergy of the child by informing the Staff and sending the relevant medical documentation to the secretary;
- comply with the indications provided in this document with particular reference to the Internal Regulations.

OPERATION OF THE SERVICE



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Calendar

The chatterbox Starters educational service will be closed on the following days:

every Saturday and Sunday;

October 31 Patron Saint Day;

November 1st All Saints Day;

November 2 Commemoration of the Dead Day;

December 8 Immaculate Conception Day;

25 December Christmas Day;

26 December Boxing Day;

1 January New Year's Eve;

January 6 Epiphany;

Easter Monday;

April 25 Anniversary of the Liberation;

April 28 Sardinia Day;

May 1st Labour Day;

June 2 National Day of the Republic;

The annual calendar of the Service shows the additional days of suspension of educational activities and is published every year on the school's website in downloadable format.

Frequency time.

The offices are open in relation to the different services offered and the relative times, from September to June, from Monday to Friday from 07.45 and until 16.00 (on Fridays until 15.00). From the month of October after school care will start until 17:00. On the occasion of particular events the closing time can be extended. At the request of families and with different rates depending on the chosen solution, it is possible to agree on different times.

A regular entrance by 9.30 am, preceded by adequate time for a serene detachment from the parents, allows you to participate from the beginning in the activities proposed in the morning and to respond - through the various routines - to the needs of individual children (snack-rest-play).

Children must be picked up within the time slots chosen at the time of registration.

The need for a different time for the collection (anticipated or postponed in relation to a single day or for a certain period) must be agreed in advance so as to allow a possible different internal organisation.

Excess hours due to late withdrawal will be counted on the fee chart at the end of the month.

Settling in of new pupils.

The settling in to an educational structure is a particularly delicate moment in the life of a child because they must learn to separate from their parents and from the people who usually take care of them and to enter into a relationship and feel safe with people and environments other than family ones. But it is also a very delicate phase for parents because they too must overcome the fatigue of detachment and establish a relationship of trust with educators. For it to be a moment of



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growth lived in serenity, it is necessary that the child experiences the transition from home to the educational structure gradually, to gradually get used to the new environment, to new people and to different spaces. It is essential to be able to establish a relationship of mutual knowledge that allows you to develop a relationship of trust.

For this reason, in view of the settling in, parents are invited to a parents evening with the educators for an exchange of information both on the organisation of the service and on the family habits of the child. During the settling in, a parent is asked to make himself available to be together with the child or in an adjacent environment, at least during the first two days of the first week of attendance, on the basis of the concrete indications given by the educator who follows this delicate phase, so that the detachment is gradual and states of excessive anxiety or fear towards strangers are avoided to the child.

The family member represents, in fact, the safe base from which the child starts for the exploration of the new environment, it represents the support that communicates to the child that emotional security necessary to know and accept new reference figures. As a rule, for the first few days the child remains at the Facility for a short time and does not participate in the time of the meal, and then gradually increase the time spent and experience the different phases of the educational day. Only with a positive settling in phase started and with the achieved serenity of detachment from the parent, the child will be able to stay for the whole day and at the moments of the meal and rest. However, it is important to respect its timing and have maximum flexibility.

The educators will suggest and agree on "ritual" gestures and behaviours to accompany and reassure the child at the time of detachment, while the message of serenity and trust that parents will transmit to their child in entrusting them to the care of the educators will be fundamental.

The settling in period is therefore regulated by precise provisions that are communicated to the families of the new members and that take into account the need to combine the well-being of the new member with that of the other children. Families are invited to respect the instructions received directly from the Coordinator and the educational staff or through the secretary.

Organisation of the educational day

The educational day is marked by routines that offer the child a reassuring organisation of space and time able to favour the serene settling in. Little by little the child becomes familiar with the educational environment and with the rhythms of the day, perceiving them in harmony with his "internal clock", feeling welcomed and cared for waiting for the return of his loved ones.

The typical day is therefore marked by these dedicated moments:

- 7:45 welcome time: welcome and free play between children and educators
- 9:30 circle time: songs and games to start the day together
- 10:00 toilet run and snack time: personal hygiene and morning snack
- 10:30 indoor and outdoor activities: guided playful activity
- 11:30 tidy up and toilet run: reorganisation of games, personal hygiene and preparation for lunch
- 12:00 lunch time



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12:30 toilet run: personal care and preparation for rest

12:45 nap time: afternoon rest

14:45 toilet run and snack time: personal care and snack

15:15 - 15:30 pick-up: return to the family and communications about the day spent together

Return to the family.

The educators entrust the child at the end of the educational day only to the parents or to the persons authorised by them for this purpose and reported in the appropriate list to be kept constantly updated by the parents.

Outdoor activities.

Chatterbox encourages outdoor fun and educational activities throughout the year (including winter) with the sole exception of rainy days. It is therefore essential that children are always in such a state of health that the exit to the garden does not constitute prejudice.

The educational path

The activities that the educators propose to the children take into account the experience, inclinations, maturation and interests of the little ones. The proposals are linked together by a "fil rouge" that weaves the plot of a personalised path of development of the child's potential where nothing is rigidly programmed regardless of the needs of individuals and the group. In this way the design hypothesis that guides the annual educational path is defined and that is expressed through the achievement of objectives, from time to time documented through the images and materials made during the activities and made available to families.

Annual educational projects

Continuity Project

The continuity project stems from the need to guarantee children an organic and complete training course, promoting knowledge and dialogue between the different age groups present in the different Chatterbox locations. It constitutes an important educational opportunity because it allows the natural sharing of daily experiences and a harmonious exchange between children.

Younger children can enjoy the stimuli, the relationship and the example of the older ones while the older ones feel supportive and valued in their abilities.

Meet my parents

A collaboration project between family and school. It is one of the most heartfelt projects, as our parents have the opportunity to enter and learn about the magical world of our children. Each parent is a special point of reference for their children, and what we aim to do is create a network of encounter between parents and children: the meetings generally start in the spring, on a weekly basis. During these meetings parents can propose various types of activities.



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Optional annual educational projects

ChatterPaws

With respect to their inclinations and with graduality, children are involved in a project of assisted education with the animal (EAA) - led by a qualified educator - which proposes an educational path of knowledge and respect for the animal promoting, together with a serene and positive approach to animals, the development of self-esteem, the identity of the child and the relationships between children.

Baters beat

The project aims to make children explore the world of music, through the discovery of the sounds of different musical instruments.

The main objective of the music workshop is to offer children materials, tools and objects through which they can have the opportunity to translate their interiority into rhythm and music, express themselves and their creativity.

NUTRITION AND CHILDHOOD

Dietary tables

The structure uses the dietary tables and the related menus formulated for children aged 0-3 years, according to the indications of the Food Hygiene and Nutrition Service (SIAN), formulated in relation to the LARN (Reference Intake Levels of Nutrients and Energy) and the Standard Recommendations for the European Union. All our menus are organic and km0.

The weights recommended for different ages are essential to prepare the meal service and serve as a reference for proper nutrition from a quantitative point of view, but they take into account that every child must be able to satisfy their feelings of hunger and satiety, without being forced to binding quantities.

Food, starting with weaning, is an experience of discovering colours, flavours, smells, new textures and at the same time it is play, curiosity and above all pleasure. From birth it is important to accustom the baby to eat correctly and appropriately for age and not neglecting, during growth, neither the nutritional nor the qualitative aspects.

Snack

To protect the health of children, the entry of foods not directly controllable or certifiable by the staff such as: snacks, cakes with creams, pastries etc. of domestic preparation is not allowed. For this reason, the School provides - included in the fee - everything necessary for children's snacks. In case of need for special diets the service catering and families will verify the availability of any products/foods required.



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OTHER USEFUL INFORMATION

Clothing

The use of the uniform and the respect in wearing it daily allow Chatterbox to share with all the students the meaning of this rule that wants to promote together the spirit of belonging to the educating community and at the same time guarantee practicality and order in the care of children. In fact, in addition to being a comfortable garment for children, families and educators, the uniform is the first element of union with the other school orders.

Starting from the Starters section, the uniform foresees:

- Chatterbox tracksuit (sweatshirt and navy blue trousers) and Chatterbox t-shirt (white polo shirt/t-shirt).
- non-slip socks and/or closed indoor shoes (18-36 months) that will be used from the entrance to the school and stored at the time of pickup.

The uniform must be purchased from the company authorised to sell the Chatterbox uniforms whose references are indicated on the bulletin board of the headquarters.

Families are required to affix a label with the name or other sign of recognition on the child's clothing. Otherwise, Management declines all responsibility for any loss of the same.

School kit

At the time of settling in, it is necessary to deliver to the reference educators:

- three complete changes labeled with the child's name (to be replaced regularly whenever they are used and with the change of season)
- 1 labeled silicone bib (which will be sanitised daily by the educators)
- where particularly requested by the child (for greater reassurance) 1 labeled cover
- hat, sunscreen and mosquito spray (limited to the summer period) – (labeled)
- a pack of cloths (to be supplied / replaced according to the instructions of the educators)
- wipes are provided by the school; however, if there are special needs, they must be provided by the parents
- nappy irritation cream

Annex: Service Regulations