

Certificate in Pre School Administration & Management

Phase 1

Infrastructure and initial processing :

- **Making a choice - Your own school or a franchisee**
- **Location, Layout and design (outdoor areas like playground /swimming pool and materials like the school logo / admission form/signboards /receipt books/pamphlets etc.)**
- **Furniture, equipments and toys**
- **Recruitment of staff – teaching and non -teaching**
- **Marketing your school- advertisement and other sales strategy**
- **Parent counseling**

This phase is about beginning a pre-school – the basic requirements that are a must. The phase discusses in details how to begin and what to plan for right at the inception.

Pre-school is one of the most flourishing areas and pre-school chains are proliferating in metro cities rapidly. Pre-schools are cropping up in every corner of cities which fascinates the parents as it contributes to a large extend in the overall development of the children. It enables the children to open up without hesitation and it also makes them familiar with the classroom atmosphere. All these factors escalate the demand of the pre-school making it a lucrative area.

Awareness regarding the latest methods and approaches are growing leaps and bounds and eventually Governments are eager to allocate substantial budget to improve the education quality. They wish to reach out to all the segments of society

making the education more affordable for everyone. The raising population increases the demand of the educational institutions and that piques the interest of people towards opening a school. CLSA Asia-Pacific Markets, the brokerage firm points out the fact that the pre-school sector in India is presently estimated (gross) near about INR 4,004 crore (\$985 million). According to the report almost 550 schools comprise the largest pre-school chains and that is not even 4% of the budding market 15,000 pre-schools. Middle East is also witnessing a steady growth in the education sector. Pre-school is the booming field which is yet to be organized as there is a dearth of proper infrastructure, quality etc.

Early childhood is the formative years of a child. Both teachers and parents share the huge responsibility of nurturing this period carefully in order to shape up the future of a child. Early childhood education system plays an extremely important role from the perspective of a child's language, intelligent and physical development which will lay the foundation of the elementary education during later years.

Education sector is one of the fastest growing sectors which aim to contribute to the economic and social growth of a country. In the 21st century everyone gives priority to provide quality education. New techniques, methodologies, innovative concepts are coming up with the due course of time and this pre-school sector has been considered as most coveted investment arena.

Making a choice - Your own school or a franchisee

It is very important to realize why someone is willing to open a pre-school. In most of the cases love and affection for the children provoke people for the same. However opening a pre-school will demand a lot of responsibility, time, analysis, strategies, policies etc. Franchise will be an easier option to venture into this field if a

person is concerned with money only. While opting for franchise one needs to keep in mind the factors like location, investment, the staff etc. Franchise also requires to follow the terms and conditions of the company. In these days advertisement play a vital role for promotion which will help to reach out to people. So while taking franchise this important factor has to be taken care of. The curriculum, infrastructure etc will be provided by the company. However renew needs to be done after a certain point of time.

These few steps may appear quite simple. Taking a franchise will lessen the need of taking any risk, the requirement to explore new ideas etc. They do not have to brood over if the goodwill of the company starts to wane. They need not to be bogged down to come up with new strategies, policies which will help to fetch revenue for the company.

However, if a person is inclined towards the little ones and willing to bring about necessary changes in the system, opening up a pre-school will be suitable choice for him/her. Housewives can relate to the toddlers easily, so they can indulge themselves in this flourishing field. Pre-schools do not ask for more than 3 to 4 hours per day, so if anyone wants he/she can plan for two shifts in one day. At the evening or in the weekend art and craft classes can be arranged in the same venue. Now let us focus on few advantages –

1. Opening a pre-school offers complete freedom to incorporate one's own thoughts and ideas.
2. The owner of the pre-school is supposed to be the decisive person who will take the final call in all the situations. He/she exercises the supreme power in each and every area like infrastructure, name of the school, location, legal formalities etc.

3. So no one will take upper hand on the school owner and interfere in his/her activities
4. The school owner is eligible to integrate latest ideas in the curriculum and he/she is bound not take any prior permission for the same.
5. The person will not be penalized if he/she fails to meet the pre-set target because a handful of children will be adequate for starting a pre-school.
6. The school owner will conceptualize the new ideas and assign the task to the staff for execution.
7. The owner of the school will invest whatever his budget permits.

Areas of concern

1. There are few factors like legal formalities, permission, registration, license may cause problems
2. Suitable infrastructure needs to be prepared for the kids, so the person needs to identify the source where he/she will get the infrastructure from
3. Curriculum designing is a vital part which demands special attention. It has to be decided whether the school will follow the play way method/Montessori approach/Project approach or latest methods like Waldorf method etc.
4. Less congested area will be ideal for pre-school. So the appropriate location has to be identified.
5. The pre-school teachers have to be very affectionate, loving and caring which will help them to manage the young learners. So the school owner should recruit the teachers keeping in mind all these factors.
6. The school owner can think over providing transportation.

All these can be encapsulated in few steps like

1. Location has to be found out
2. Legal formalities must be given importance
3. Infrastructure has to be planned
4. Curriculum needs to be designed
5. Investment planning is required
6. Recruitment of the trained staff
7. Promotion should be continued (may be through ad word/ local advertising etc)

Location

Young learners are very fragile and they are not capable of coping up stress. The ideal location of a pre-school will be a residential area so that the children do not have to travel far. Pre-school in a nearby locality will prevent the children to travel from a long distance and that will eventually save precious time. Moreover long journey also takes a toll on their health. We know that young learners are dependent on their parents to come to school and now-a-days most of the parents are working. It is not always possible for them to take their children to the school if the place is difficult to commute. So we should avoid the traffic filled area so that it can be easily accessible. Moreover parents want the pre-schools in the nearby area which gives them a sense of security and they will be able to avail the transport system easily to get their children to the school. Pre-school should provide ample space so that the teacher can conduct the outdoor activities. Open space gives the scope for gardening and budding flowers (in human form) playing in the garden is a treat to watch. Open space will let them feel the nature and its magical world.

Layout

1. Classroom
2. Reception
3. Audio visual room
4. Gym-room
5. Activity room
6. Nap/Resting room

Outdoor

1. Assembly
2. Swimming pool
3. Garden
4. Play area for see-saw ,slide.

Layout



Visibility - The Teachers need to be vigilant all the time, therefore furniture should be arranged in such a way so that it does not hinder the teacher from moving in the entire classroom. All the shelves have to be placed

properly so that there is no chance of falling. Each classroom has to be designed in such a way so that all the students, teachers, furniture, equipments etc can accommodate comfortably. Young learners are brimming with energy and in order to keep them energetic all the classrooms have to be well-lit, well-ventilated and airy. Open compound must be there surrounding the classrooms and the classrooms should have sufficient teaching aids like marker, white board, chart etc.



Safety and storage – All the materials and equipments should be nontoxic and there should not be any sharp edges. The classroom should comprise of child size materials so that the children can easily get out and get in. Any kind of toxic and cleaning chemical should be out of reach of the little hands. Child size materials will also allow them to reach out to the equipments whenever they wish to and that will eventually help them to become independent. If the teachers wish to keep art materials, toys etc they should use cabinets and upper shelves of the cupboard. Cupboards can be arranged for the young learners where they will keep their personal belongings. It will help them to become responsible.

Play ground

The 21st century pre schools are in favor of providing stress-free environment. Now, they are not being forced to study. They are allowed to play and they should be encouraged to get in touch with environment because children learn from their immediate environment. Pre-schools should have playground for the children because play contributes in the overall development of the children.



The teacher can plan for some activities or game which will require running and that will lead to the development of gross motor skill of the kids. Pre schools can use the outdoor equipments like swings, sea saw, slides, sandpits, building blocks etc. Outdoor playground area has to be an enclosed area which is safe and will give them security as well. Rods for balancing and climbing can be arranged and various sizes balls can be kept in the playground. Kids can be allowed to crawl, climb, jump, hop to incite co-ordination and control of muscles.

A certain portion of the play ground can be used for gardening which will nurture colorful flowers, plants etc. The teachers can impart the concepts of primary colors, secondary colors. The children can be taught that we are not supposed to pluck flowers from the plants. Exercises are of great help both for adults and young learners as exercises do not only concentrate only on physical development, it also contributes in maintaining fitness. Specific exercises can lead to improved skill. Swimming is one of the useful exercises which will involve most of the body parts. So pre-schools can include swimming pool but adequate safety measures should be taken for the young learners.

Furniture –



The age group of the students who will use the furniture is one crucial factor that will influence the selection of the furniture. Pre-schools students require small furniture compared to the high school.

All the classes need to have adequate chair, table, interesting toys, paint brushes, colors etc. The chairs and tables should be arranged in such a way so that it offers ample space. "U" shaped seating arrangement will be very effective as there will be plenty of space for conducting any activity or game in the middle of the classroom. Furniture should not create any congestion and allow the students to move freely and safely. If the pre-school wants to promote cooperative learning it should opt for the furniture which can be moved easily. Cooperative Learning Classroom supports the furniture which is connected with each other. The furniture can be taken apart when the students are involved in individual activity and can also be joined when the lesson encourages group work.

The teachers can allow the children to sit on mats or rugs which will give them a sense of individuality. Wooden tables or plastic molded furniture with no sharp edges can be used in the classroom. The chairs and tables must match the height of the children and have to be proportioned for the little ones. The furniture always has to be in good state. If the furniture is not very comfortable or may be broken, the kids will face difficulty to take their seats. The classrooms and furniture should be painted with bright colors which will attract the attention of the students. Insipid classrooms may fail to motivate the young minds. Various colorful pictures of animals, fruits, vegetable etc can be pasted on the walls which will help the children to associate with and they will be able to learn as well. Children are fond of those things which they can cuddle. So, soft cushion can be kept in mind which will give them physical as well as mental support. Kids are fond of animals and colors, so shelves with different animal shapes can be arranged in the literacy space.

Social benefits can be derived from the suitable selection of the furniture. Moveable furniture will introduce the spirit of team work among the children. Social skills will also be enhanced. Apart from that the furniture which is prepared for a particular purpose will aid in learning and help the children to focus. Appropriate furniture can create conducive atmosphere in the classroom and make the children happily embrace all the activities, lesson etc.



The size of the classroom and the number of the students are two important factors which should be considered.

Pre-schools can have place for activity area where the children can be involved in exploration, experiment, art and craft activity etc. Art and craft activities are incorporated in the pre-school so that it can cultivate the creativity and imagination of the young learners. It can also help them to hone their motor skill through eye and hand co-ordination. Art area should comprise of the materials like crayons, construction papers, glue, tape, tables, glitter, marker, scissors etc. The art projects can be assigned to individual people or to the groups.

Activity area can also incorporate musical instruments as well. There can be many categories of the activity area or learning centers like

1. Dramatic play
2. Manipulative play
3. Literacy area
4. Computer
5. Outdoor playground
6. Science corner

The purpose of literacy area is to introduce the children with the world of book. It inculcates the habit of reading also. Here, the teacher reads out the stories to the kids with mime and expression in order to sustain their attention.

Bright colors and pictures appeal to the children easily. Therefore colorful picture books can be displayed so that the children can come and pick up one that attracts most.



Dramatic play area is one of the most interesting areas where the students are allowed to experiment with various roles. They are provided with the opportunity to explore the unknown world through play. Teachers can fill the area with different aids



like dresses, props, blankets, doll clothes, baby dolls etc which will help to enliven the roles. Role plays can be prepared on the real life situations like gardening, kitchen (with dishes, sink, stove etc), air

plane, restaurant, post office etc. While taking preparation for role play or enacting the characters the children will learn to exchange their thoughts, share their feelings etc. Team spirit can be instilled among them. Role play will demand them to deliver dialogues and that will gradually enhance their speaking skill.

Materials in dramatic play area:

- a) Toy cars, tricycles and stop signs
- b) Hats and dress up cloths
- c) Telephone, kitchen utensils
- d) Doll house
- e) Toy money

Manipulative area infuses mathematical concept among children. Shelves can be filled with wooden blocks of various shapes and sizes. And the purpose of offering these materials is to stimulate their imagination while practicing the symbolic representation. Children will be able to imbibe the geographical concepts of shape,

size etc. It allows them to practice various problems.

Science corner enables the children to be involved in scientific experiments. This area can furnish aquariums, plants, science themed books, magnifying glasses etc. Young learners are sensorial learner, so they should be provided with the objects that they can touch and feel. Natural objects will

provide a gamut of ideas. The teacher can give various natural objects like rocks, leaves, feathers, flowers etc and allow them to observe carefully. The children can also be asked to draw and color the objects. Science area can have sand table and



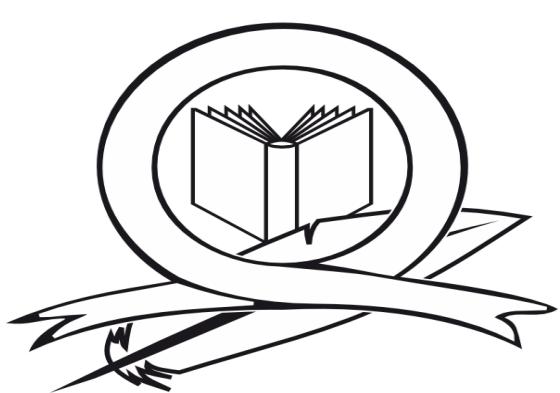
water with cups, boats, funnels etc which will introduce them with the mediums like sand, water etc. In this way we can develop the sensory skill of the children.

Sensory materials like

- a) Sand box
- b) Finger paint activity table
- c) water and sand table
- d) Play dough



School logo



School logo is an important element which will reflect (in pictorial form) the school's mission. Various online programs are available which will help to design



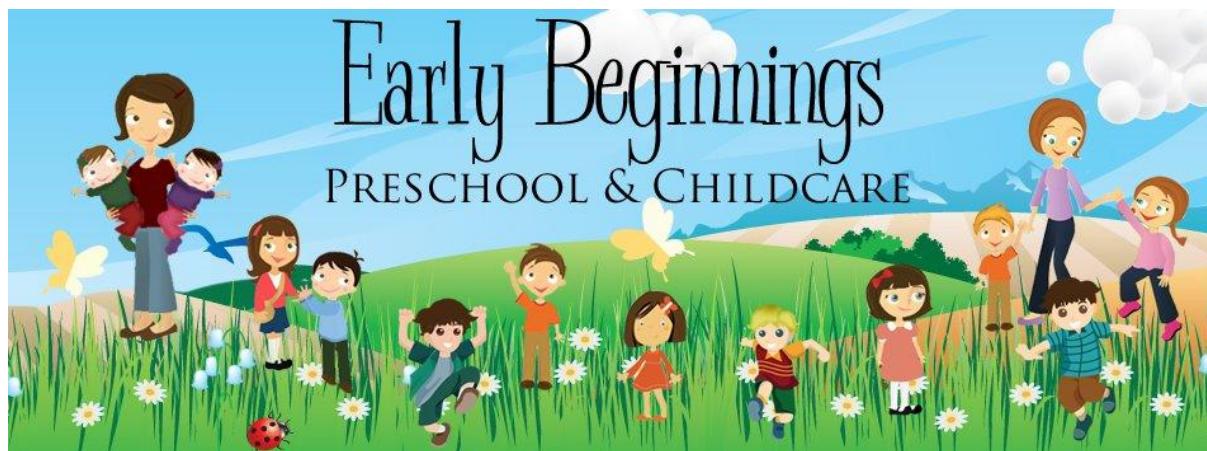
the logo quickly and easily and will let the person to follow his choice. Few instructions can be followed like

1. First it has to be decided whether any particular color, animals or ideas are important for the school to convey any message. Symbols can be designed to serve the purpose. For example, a tiger may be selected as the mascot and yellow and black are the colors of the school; in that case these colors and mascots should be given priority while preparing the logo of that particular school.
2. If the principle prefers to use the title of the school (in the logo) he/she needs to identify the exact spelling.
3. The school owner can take the help of any company who will design a logo following the school's instructions.
4. A small team can be formed which will look into all the matters involving in preparing a logo.
5. The team will devise the logo and send for review. The school may suggest for necessary changes in the logo.
6. Finally select the logo and the team needs to get paid.

Pre-school application form –

Application form is the first step which will offer the image of the pre-school. It will help to leave an impact in the minds of the parents. The parents are expected to fill out the form and give all the information. Sample copies of application form have been provided for reference.

Signboard



Sign board is the important component of a pre-school which will provide visibility. This is one of the ways to promote the school because the sign board will act as a medium of advertisement. Sign board tends to draw the attention of the passer by which will show the presence of the school. The design or the illustration on the sign board and the message written on it will reflect what the school stands for. So the illustration and the message are two crucial factors which demand a thoughtful and creative mind. So while planning for a sign board the designer needs to keep in mind that the picture has to be pertinent to the motto of the pre-school. The writing on the signboard has to be very precise and compact which will get across the message immediately. Here are few samples of sign boards that can give a fair idea about sign board.



Receipt Book

 OPEN 7 DAYS ★ 24 HOURS - WE TAKE CARE OF YOUR ANGEL'S	DATE
Received for (Child's Name) _____	Amount \$
Week of _____	Amount \$
PREVIOUS BALANCE \$	
TOTAL THIS MONTH \$	"All thy children shall be taught of the Lord and great shall be the peace of thy children" (Isaiah 54:13)
PAID \$	
BALANCE DUE \$	By.....
CASH () CHECK # _____	THANK YOU!

Oral commitments are of no use in the cyber age. Everything needs to be documented and the records have to be maintained carefully. Keeping a record will save time and make the job easier for us. It will help to track one particular record at any given point of time. The parents make the payment to get their child enrolled and they are given the receipt on making the payment. It bears the proof of payment. A receipt is a best possible way to maintain a record of the transaction. There are few areas that should be touched upon while preparing a receipt.

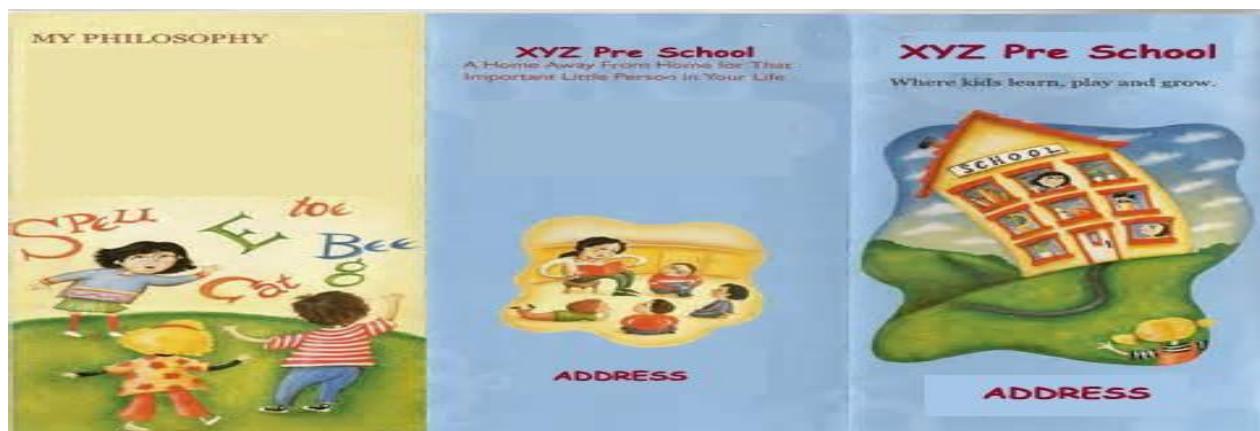
1. Name of the school
2. Received from
3. Child's name
4. Postal address
5. Phone number
6. Total amount
7. Amount paid
8. Due amount (if required)
9. Transaction date
10. Payment made in check/cash

11. Parent's signature with date

Many schools have their own payment programs and they use their own templates. They can save the information in computer and take two print outs of the same. One will be given to the parents and another one will be kept for the school. Pre-schools are free to make their own receipt book but all these relevant points must be incorporated. Generally two copies of the receipt book can be used at once. The top page is meant for the pre-school and the bottom page will be offered to the parents. The pattern of receipt book may not be same in all the cases. It depends on the item number that has to be included and accordingly the receipt book can be customized. Item number will indicate the space for description.

The amount of payment is not the area of concern. No matter how small or big the payment is the pre-school should always have a receipt book. If any untoward incident occurs the receipt will substantiate the date of payment, amount of payment, mode of payment etc.

Pamphlet



Pre-schools should always keep in touch with the parents and pamphlet can serve that purpose. Pamphlet is a medium that can be used to share any kind of information with the parents. The pre-school can also use pamphlet as a form of advertisement. Whoever walks into the school can have a look at the pamphlet and his/her attention will be drawn in the latest events, program. Pamphlet should envelope the latest events which are going to be held in the school. It will make the parents aware about whether any play will be staged, any conference or meeting will be held, any festival will be celebrated, any filed trip will be conducted etc. If the parents are expected to join the events they will not make any other commitments on that day. If a person looks for some events pamphlet should be available with all the answers. Pamphlets are of great importance than anyone can even think of. Professionalism should be maintained in all the organizations. So a pamphlet needs to have a professional look as it will furnish vital information of the school. If the pre-school aims to grab people's attention and reach out to the target audience it has to be designed properly. If a small piece of information needs to be circulated we opt for a pamphlet and a vital question stems from that – how to make a pamphlet? Some essential points can be discussed to make a pamphlet

1. The first step will be a brainstorming session which will identify the purpose of making a pamphlet and the significant points should be underlined or highlighted.
2. After that the content has to be decided and that should be short and snappy.
3. Then the focus should be given on the design, color, pattern etc. The color has to be relevant to the content of the pamphlet.
4. Any irrelevant information should be discarded.



Toys



Research on child development sheds light on how play can contribute in the overall development of the children. Play is a child's natural instinct and it aids in mental, social, physical and intellectual development. Play nurtures a few characteristics –

1. It helps the children to explore and experiment
2. Play makes them active

Play consists of problems and while solving those children can obtain problem solving skills. Pre-school toys will cater to the children of age group three to five. Toys should be prepared carefully because toys are one of the effective ways to allure the kids to learning. Toys which are designed for the very young learners will lay emphasize on the patterns, memory skill, matching activities etc. Artistic skill of

the children and their creative minds can also be nurtured through toys. The toys will also cultivate their imagination and generate their interest in various fields. The concept of color, shape, number etc can be instilled in the toddlers through the toys. Motor skill can also be developed. The toys also tend to occupy the children in the activities like writing, reading etc. Playing with apposite toys will hone the communicative skill of the kids.

1. Toys help the children to envisage various situations.
2. Young learners learn through senses. So toys perk up the auditory and visual senses.
3. Toys increase the power of concentration
4. The toddlers learn from their environment and through interaction as well. So toys make them familiar with the surrounding
5. Toys enhance the cognitive skill of the children



Recruitment Staff – Teaching and Non-teaching Staff

Teaching the toddlers is one of the most challenging tasks. But if the teacher is fond of kids she will find it very satisfying as well. The young learners who are yet to bloom will carry forward the legacy of a country and teaching these young minds is adequate enough to portray the value of the pre-school teachers. The good qualities of the teachers will offer a memorable pre-school journey, so the qualified teachers should be recruited. A pre-school teacher should be capable of motivating and stimulating the young learners. She/he has to be compassionate, patient. The teacher should posses a gentle and polite attitude and should manage the class effectively. Fluent communication skill and interpersonal skill are integral part of a pre-school teacher. The teacher should to be able to teach the young learners irrespective of their religion, caste, nationality etc.

Pre-school teachers play multiple roles, so recruiting the teaching staff requires a profound thought.

Step – 1

Various ways of advertisement can be used to let the people know about the vacancy. Newspaper, T.V channels etc can be used for advertisement. Apart from that in this computer driven age online application forms are easily available. The willing candidates are requested by the pre-school to fill out the form and submit. The candidates are supposed to check out the website of the school, click the given link and follow the instructions properly. The deadline has to be mentioned and the candidates who will submit the application early will be contacted first.

Step – 2

Once the candidates submit the form successfully the review of the forms will follow. The pre-school can allocate 6 to 7 days for screening the forms though that

depends on the number of application. They can prepare a short list and send them e-mail or call them up for the interview session.

Step – 3

The interview session will be held with Principal and the candidates. The candidates can be asked to plan a sample lesson or conduct a demo class and this is the golden opportunity to display the potentials and skills to the employers and advance to the process of interview.

Step – 4

The candidates will be offered the post if he/she clears all the steps. After that the candidates will be asked to sign a contract which will depend on the background check and few other areas. After a few days the HR department will send an official notification to the selected candidate.

Non teaching staff refers to care taker, clerical officer, assistants who are the backbone of a pre-school. They support children and teachers as well.

In the pre-school the responsibility of taking care of the children does not rest on the teachers only. The teacher's assistance also shares a responsibility as well. Most of the pre-schools are in favor of allowing one or two attendants inside the classroom. They are supposed to address the vital issues like toileting, eating etc. Pre-school will shelter children between the age group of 2 to 5 years old and they are not capable enough to do all the activities in the wash room properly. The attendants play a significant role there. The attendance need to be very clean and they should promote hygiene. They always keep on monitoring whether all the students have completed their lunch. If a child fails to finish off his/her lunch, they assist in completion. Apart

from that the attendants also keep a close eye while the children are departing. They call out the name of a child and hand over him/her to the person who is assigned to take the child back to the home. The attendants should be carefully chosen so that they are affectionate enough to perform all sorts of activities for the children. They must have minimum qualification which will enable them to understand that a child is far above any religion, caste, nationality. Every child deserves to be respected and treated equally. Toddlers have an urge to ape the adults, so the attendants should never use any slang or indulge in any unaccepted behavior.

Pre-school students should be given sufficient attention and safety measures should also be provided by the school. All the pre-schools must have janitors who will be vigilant throughout the school hours. Young learners lack maturity to understand that they are supposed to stay inside the school premise unless they are picked up by the assigned person. For the toddlers attending the pre-school is a separation from their loving parents. Sometime the situation compels the working parents to make false assurance that they (the parents) are present and waiting for their ward outside the school. So the children may have the propensity to come out from the school premise in order to go to their home with parents. Door keepers are asked not to allow any child cross the border without prior permission. They should be careful so that any intruder cannot enter inside the school and cause harm to the kids. That will prevent the kidnappers from abducting the young learners. Therefore the gatekeepers should be appointed from a reliable source and he has to be courageous enough to combat any unwanted situation.

Marketing – Advertisement & Sales Strategy

This era has been greatly influenced by advertisement and marketing. Proper marketing and packaging are effective ways to pave out the path to success. The

more a thing is visible to us the more we get inclined to that. Advertisement aims to grab the attention of the people and marketing aids in that. Marketing incorporates sales, relationship with the customers, promotions, advertising etc. Promotions help to introduce a new product to the target customers. So, while planning to open a pre-school, marketing is one of the focal fields that ask for close heed. The success of the pre-school will be determined by the marketing of the same. Without plenty of advertisements the awareness regarding the new pre-schools will not be generated. Pre-schools are mushrooming with the rising demand of primary education. So, it has to be identified what will inspire the parents to opt for one particular school and not the others. If the budget suits the school can form a team with people who have expertise in sales and marketing.

We can consider few steps for marketing of a pre-school

1. We need to recognize the target market
2. The pre-school can focus on local marketing to make people aware about the existence of the school.
3. Newspaper with a cup of tea are start off a day for many people. so newspaper is one of the convenient ways to promote pre-school.
4. Local channels can also be used to advertise the pre-school.
5. Flyers can be put up in the supermarkets.
6. Pamphlet, brochures, sign board etc are also helpful in marketing
7. People are quite tech savvy now-a-days and creating websites will cater to this segment of people. The website will be consisting of all the valuable information of the pre-school with the contact number of the representative. The website should also showcase the picture of the school, classroom, playground, equipments, mission of the school etc. The purpose behind

designing this website is to give an overview of the school. There are innumerable opportunities for giving free online advertisement.

8. Even after gaining enough recognition the pre-school should not stop promoting. The children can be provided with the school bag, cover of the books, copies etc where the name of the school will be encrypted.
9. The name will be mentioned in the school bus.
10. The school should take the initiative to participate in art and craft competition, exhibition, excursion etc.
11. The pre-school can work in collaboration with other advertisement agencies.
12. The uniform can shelter a monogram which will have the name of the school.
13. If the parents are satisfied with the service of the school, nothing will work better than the word of mouth. If the kids are taken care of properly and treated with warmth that will be adequate to convince the other parents to get the children enrolled in the school.
14. The pre-school teachers should be inspired to partake or conduct workshops, conferences, seminars etc where they will be reprinting their schools.
15. It can be associated with NGOs where the school will act as benevolent organization towards the welfare of the society and at the same time promotion can also be done.

Parent Counseling



Pre-school creates an emotional bond with the parents. It occupies a special place in the heart of the parents because their loving children spend a quality time there. The pre-school do not limit itself in offering education, it makes the child socialize and put in great effort in their overall development. The

tears in the tender eyes, the reluctant face make the parents feel the pang of their wards. They become quite apprehensive whether their children will be treated properly, whether the young learners will be able to adjust with the new ambience etc. So the parents develop a huge expectation and mull over before getting their children admitted in school. However parents share equal responsibility in the growth of the children and that cannot be substituted by day care or nursery school. There are few schools that acknowledge and support the concept of parent counseling.



Parents are very sensitive about their children and tactful communication is required while communicating about their wards. Parent counseling throws light on the characteristics that the 21st century children posses. It will help the parents to understand

their children better. With the advancement of the technology the young learners are getting smarter day by day and they should be handled very carefully. So, the parents should be aware how to channelize the excess energy of the kids into the positive way, how to make them disciplined, how to respond to their needs etc. In the age of cut-throat competition every parents want their child to excel in all the fields (be it academics or extracurricular activities etc). They dream their kids will score highest mark in all the subjects. However their soaring demand sometime turn into excessive pressure for the toddlers. The parents should be counseled to let them know that every child is not capable of conquering the world and the parents have to

accept this universal truth. All the children have areas of strength and weaknesses and the adults have to be matured enough to understand that we need to highlight the strengths only. And according to that the parents should rear realistic expectation. Moreover comparison with the other child also spreads a negative vibes which should never be entertained by the parents. Workshops can be conducted for counseling and that should be very interactive so that the parents can share and discuss their concerns, views, desire etc with the mentors. The discussion session can give birth to any area (related to intellectual, physical, social or emotional development) that needs to be addressed. The counseling will also focus on parents are most precious gifts for a child and they are irreplaceable. No amount of soft toys, chocolates, gifts can substitute the love and affection of father and mother. Even though most of the parents are bogged down to meet the demand of their official commitments, they must spend a quality time with the child. The parents are responsible to provide a healthy, peaceful and happy atmosphere to the children. The parents should never be indulged into argument, violence or any unaccepted behavior which the children can absorb stealthily. Sometime, situation may arise where the teacher can ask the parents to meet them in order to draw their attention on few things. The teacher may share about few habits or activities (done by the children) that is persisting even after incessant denial of the teachers. The parents should not get agitated and instead of that they should extend cooperation. The parents must accept the situation positively and make out that teachers are not blaming his/her child intentionally. Their collaborative effort will help in finding out a suitable solution.

Phase 2

Finances and Budgeting

- **How to start up – Loans / Initial investment planning**
- **Budgeting the different areas like infrastructure and layouts / Furniture and equipments /marketing costs/ overheads related to salary disbursal**
- **Fees structure and break up (ideally in a tabular form)**
- **Resource allocation – Budget and finances**

This phase is all about the financial allocation that is essential in the pre-implementation stage. The financial allocation needs to be laid out in black and white and planned keeping in view the allocated areas that need to be budgeted carefully.

How to start up – Loans / Initial investment planning

It is really quite easy to open a preschool these days. The most important quality one must have is love and compassion for children. Children should make them feel happy. Love for children and if not much, at least some money can make the business move successfully.

Requirements to start a preschool

Planning **investment** plays a great significance. Based on the size of the preschool the investment is worked on. If the space invested in the business is someone's personal the invested amount is less. If the space invested in business is small then the invested amount can be even smaller. And if one has enough space to accommodate say about 50 students or more one needs to spend more money on infrastructure.

A **favorable and ideal catchy name** of a preschool needs to be thought for. It can be a name of fruit, flower or a cartoon or any name that can be thought as an ideal name. Getting the school **properly registered and obtaining license** is the next important step that needs consideration. However one need not require to get a license if the preschool business is started with very less number of students like 7-8. Some **outdoor and indoor games** require buying. If the preschool has an outdoor area then outdoor games require buying. Otherwise indoor games are enough to start with. Certain games like swings, sea saw, playhouse, Ball pits etc can be bought.

Some **play and learn material** can be bought. Like artificial fruits, vegetables, birds, puzzle to solve problems and Montessori soft toys. For classroom certain things must be bought. Round table, chairs for children, wall fitted hanging systems to hang bottles and bags, dustbins. Art and craft materials like crayons, water colors, brushes, erasers, white papers, pencils rubbers etc. The activity area requires investment with drums and a small gym.

First Aid box is a mandatory. Others things like bathroom soaps, towels, tissue, reception chair table, carpets, mats, wooden and steel racks to keep books, color toys, eating utensils like plates, spoons and forks, light fittings, air conditioners, telephone and internet connection.

Anything can come in the budget of a preschool. However it requires consideration of the budget how much a person invests in business. Always plan to make the budget cost effective till you get some more admissions.

The **walls of a classroom** is preferred to be colored with colorful pictures of sceneries and the other walls can have pictures of animals, birds, body parts, alphabets, numbers, animals etc. This will give a child like feeling of a class room. Using wall stickers also gives a good idea.

Some **Montessori practical life equipments** required to be added in the classrooms the moments few admissions start taking place. Like button and zip frames, rolling mats etc. Provision of **transportation** can be thought of if there is adequate funding. Providing meals is only possible if the proprietor is ready to take the risk of having kitchen in the preschool which should be **child proof**.

Only **trained staff** is preferred to be taken.

Brochures are preferred to be designed, printed and distributed in the local area. Advertisements must be there in the local electronic media and print media for the promotion of the preschool. The promotion is preferred for some weeks so that the name of the school becomes popular.

If a monthly curriculum and a yearly curriculum is planned from early the parents can be informed in due time about it.

There are certain important things to keep in mind before opening a preschool.

1. A **child specialist** is required to be contacted and is requested to visit frequently or monthly.
2. The **vaccination card** of each child should be checked and parents must be required to be realized the importance of it.

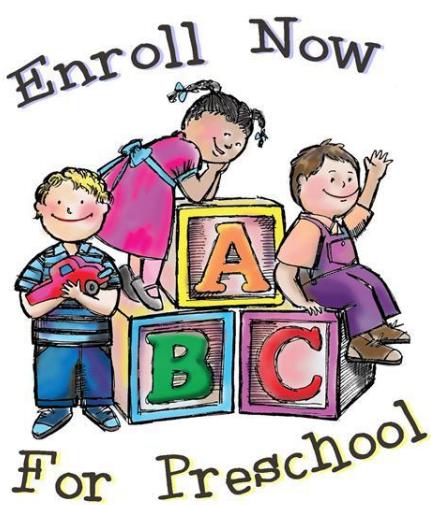
3. Every room should have a provision of a **first aid box** and the staffs are required to be properly trained enough to handle them in time of requirement.
4. The **environment** of the preschool whether it is inside school or outside school is **preferred to be maintained hygienically clean** with child friendly things all around with no sharp things and edges.
5. It stands as a responsibility of the school authority to keep a diary inside each child's bag to note down each day school activity, his/her progress, holidays and any special event to keep the parents updates.
6. The **child's record** should be kept updated with the reception of a preschool with the photograph of the child, address and phone numbers of both the parents.

The basics to start a preschool : Know about the Licensing Requirements

A person who is willing to operate a preschool business from home or any other locality requires educating himself/ herself as per the requirement of the state he/she belongs from. For that you require to apply to the department and office of child care licensing or human resource department of the respective state you belong from. The license requires being ready in hand before you start rendering the service. This must be on priority basis when the business is on move. The department makes various investigations pertaining to various factors like the total number of children under your care, child, teacher and non-teaching staff ratio, the provided space is enough for the child or not, health and safety measures and many other mandatory inspections keeping small children in mind.



One needs to only read the departmental policies carefully and make ready your play school accordingly. Often it happens that the department gives the license without much restriction. For that you require to submit the annual approved inspection report of various bodies like the fire brigade for fire safety measures, health care office for annual approved inspection, emergency evacuation check and criminal records check for the staffs employed. Your play school must meet all the demands of the license.



Licensing is a process of legalization if you intend to make it big in the long process. This will enable to win confidence in your part, parents of small children who trust you, your staff and your school premises as well.

Plan a Business

Jotting down the business ideas is important in any

new business. If you take the effort of starting your own business, you should not consider as your hobby, but take it seriously as a business venture. When you plan to execute a business you should only lend it to the borrower who is in dearth need of it giving proper value of the course and weight age to it.

Get a clear cut picture of your Business

Before getting into the business ask the following questions to yourself.

1. Initially with how many children I will start the preschool?
2. Will I render full or part-time care to the child?
3. How long I will keep my school open for?
4. What policy will I abide by for those children those who will have late pick-up?
5. Will I charge for a day if a child falls sick and taken care at home?

Location plays a vital part in business

Location plays an important role if the business is at all operated from home or any other locality. If at all you are working from home you require to think on certain areas. Like:

1. What portions of your home I will be investing in business purpose?
2. Will any parts of the house be off-limits that can be utilized to make a school?
3. Do I have enough space to accommodate the number of children I intend to accommodate?

If you will be operating the pre-school in another location:

1. Will you rent space for your new pre-



school?

2. Should you be looking at buying a flat/building in order to make a new pre-school?
3. Is buying an existing business, i.e. a play school an option?

Arrangement for Insurance

If you are enough caring about children you need to ensure that you have sufficiently arranged for the insurance policy in the business location whether it is home or somewhere else. The insurance agencies will be able to guide you with the right kind of coverage level as it is required.

No matter how much big or small a preschool is, there needs to be the right kind of flow of money to run the school smoothly. A preschool just can't function well without money to pay expenses and salary to its staff. The head of the preschool must have an idea how much money is required to run a preschool. She/he as well requires having a free flow good amount of cash to disburse the salary to the respective staff to run the school smoothly. The salary should be disbursed to the following staffs:

Salary disbursed to:	
Headmistress/Headmaster	
Administrative Head	
Accountant	
Teachers	
Assistant Teachers	
Gate Keeper	

Group – D staff (Care Givers)	
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This is an apparent idea on salary disbursement structure to start a preschool.

Even the fee structure in a preschool plays an important role in considering points based on which the fee structure of the children going of preschool requires designing.

Particulars	Preschool to Kindergarten
Tuition Fee	
Session Fee	
Sports	
Extra and Co-curricular Academics	
Development Fees	
TOTAL(Monthly)	
TOTAL(Quarterly)	
Transportation	
Lunch and Refreshment	
TOTAL(Monthly)	
TOTAL(Quarterly)	
Total Payable at the time of Admission	
First Quarter fee and Reimbursement Charges	
Admission Fee	

Security Deposit	
TOTAL	

The parents and guardians require abiding certain rules so far as the preschool fee structure is concerned when they put their children in a preschool

1. Total fee payable in a preschool at the time of admission one time admission fee and the first quarter of the annual fee.
2. The payment of new admissions or in any case if there are any existing student and they are paying by Post Dated Cheques, parents, guardians and whoever is paying the school fees for the child requires to mention the name, student ID, standard and contact behind the cheque.
3. The payments will be collected by the accounts department. The PDC date will be 10th of every quarter beginning with the month of April, July, October and January. In case the parents and guardians fail to pay the fees before the last date a late fine of Rs100/- will be charged for every week till the dues are cleared.
4. The PDC for all quarters are to be deposited at the beginning of the academic year.
5. Any child joining at the middle of the session requires paying the tuition fees from the beginning of the session.
6. Annual charges are collected at the beginning of the academic session and are non-refundable even if the student leaves during the mid-term.
7. In case there is any bounced cheque, a fine of Rs 500/- and a late fee will be charged from the parents till the date of payment.
8. Any fees paid for the student is not adjusted for the other.

DETAILS OF THE BUSINESS PLAN

Business spends up money even before it starts and starts moving. Many people underestimate these expenses and move with their plan in an unplanned way. This process might work, but might as well end up in a blunder.



A work sheet needs planning in the initial stage with adequate information. The cost cannot be underestimated.

Expenses at the beginning. Such costs incur at the beginning even before the inception of the first month of business in the areas like legal work, logo design, brochures, site selection, improvements and other expenses.

Assets at the beginning. The startup assets are the cash at the bank when the preschool begins and the starting inventory in a number of cases. The other starting assets can be current and long term which includes items like equipments/toys, practical life Montessori material, furniture, and adequate fund for payment of the staff and sub-staffs advertisements, renovations of the home/location to suit the requirement.

Financing at the beginning. This includes both the capital investment and the loans. The invested amount in business/loan changes during or after the first month goes into the cash flow table which automatically adjusts into the Balance Sheet.

Timing plays an important role. Lot of people has confusion about the above mentioned factors of investment. They prefer such factors like the expenses incurred in the first year or the few months after they start their business. There must be a clear distinction of the later spending and the earlier spending before the business starts so that they do not overlap each other.

Many people are as well confused about distinguishing between expenses and assets. Expenses are the money spent is deductible against earnings but assets are not. It is the property owned and it has a resale value. In the process of opening a preschool if a person invests lot of money in Research and Development he might consider it as asset as it as an intellectual property as this helps in the long term development. However the Accounts and Laws come under expenses.

Common man when they get into business considers the expenses as assets. However the idea is wrong as the money spend in buying assets is not tax an expense is deductible. There is a risk of overstating assets if the expenses are capitalized. This might add onto the book as asset which is not good to have in the accounting book.



Business usually wants to maximize the deductions against income as expenses as it minimizes the tax burden. This is usually the policy practiced by any business man. Any

amount spends on development they want to consider as expense and no asset. As assets look nice in books. There is not much relation between the money spend in research and the market value of intellectual property. The companies spending too much on Research and Development will have collection of assets but will have questionable financial statements.

The money spent in buying assets like the inventory is not deductible against income. Only when the goods are sold it reduces income.

Below mentioned are the parameters on the basis of which a preschool business can be thought of. The expenses will vary according to the total capital invested. However , the parameters given below are relevant when you are earmarking the capital and formulating a budget.

Start up Expenses	
Legal	
Stationary, etc	
Brochures	
Consultants	
Insurance	
Rent	
Research and Development	
Expensed Equipment	
Other	
Total Start-up Expense	

Start up assets needed	
Cash Balance on a starting date	
Other short- term assets	
Total short-term assets	
Long –term assets	
Total assets	
Total requirements	

Different Types of Start-up Finances

Investment is the amount of money put forth in the company. This is one of the oriental styles of business making where a businessman is the owner of a company. She/he takes the chance of risking money with the aspiration of profiting later.

Account payable is the starting balance of your Balance sheet. This is actually the credit card debt as the debts turn into account payable in the Balance sheet.

Current Borrowing is the debt made from the Banks, Small business Organization, Money Lenders etc.

Other current liabilities are the additional one's that have interest and it is optional. This is where any family members, friends or any well wisher do the investment.

Long- term liabilities are long-term debt, long-term loans.

Investment	
Investor 1	

Investor 2	
Other	
Total Investment	
Short -Term liabilities	
Accounts Payable	
Current Borrowing	
Other Short-Term liabilities	
Sub-total Short –Term liabilities	
Long- Term Liabilities	
Total Liabilities	
Loss at Start-up	
Total Capital	
Total Capital and Liabilities	

Loss at start up is a very normal issue at the initial stage of the inception of the institute. During this time you don't have much of sales but have tax deductible expenses.

The **cash in hand** is another important aspect of the business proposition. It is the amount of money one have in hand at the inception of the business. It is the remaining amount of the invested amount/loan you have in hand from the beginning date of the business from the cash you spend for expenses and assets. The cash flow projection must be followed as the business plan is build on. As and when

required the finances is required to be increased or expenses decreased if the cash balance drops below zero.

It is appreciable if one can follow these steps and abide by them. However it is difficult to explain to the investors as you require winning their confidence. They believe more on your performance than in your words as they are investing their own money.

Budget. Setting a budget plays a very important role in opening a preschool. The area in which the preschool business requires the maximum focus is like equipments and toys, advertisement, toys and renovations of your home/location where you intend to start your business.

Searching Target Customers. The next step of starting a preschool business is to find customers ideally meant for the product. Without the right kind of customer no one can prove the value and quality of the product. Young parents are our ideal customers. This can be done through numerous ways like putting up a sign board in front of schools, shopping malls and business areas, advertisement through newspaper and social media delivering printed handbills in the local areas and launching a website. Do not lessen the value of the word of mouth. Speak to everybody about it. Distribution of business cards with contact information in the local business that caters to the preschool aged children and their parents.

There are a number of things needs doing if you intend to start a preschool business. Detail of business planning will help you with a good start. It will also help you with a better chance of success.



You can have a good idea, attractive product service. Are you aware of the fact with what image your start up will take on? Number of times it so happens that the difference between success and failure is creating a brand that the consumer will recognize.

You can do a competitive analysis of the various schools of the locality to judge the credibility of the school and bring changes accordingly to your institutions.

These are the steps preferred to be followed to open a preschool.

1. Identify your niche
2. Form a committee
3. File incorporation papers with your Secretary of State
4. Develop a Business Plan
5. Develop a Budget
6. Find a location
7. Find a Tax Exempt Status
8. Choose Key Staff Members
9. Solicit Contributions
10. Identify your faculty requirements
11. Advertise for the school
12. Open for business
13. Orient and train your faculty
14. Opening day
15. Stay informed

Tips

1. Even if one has free flow monitory state be conservative in projection of revenues and expenses.
2. Often arrange for open house and gathering in the new schools so that the new families coming in the area come to know about it.
3. To make teachers and parents aware of the existence of the schools website is required to be launched.
4. Always think about the growth and expansion in mind with the right kind of facility.

What you need to start a preschool

- A Planning Committee
- A Head of School
- A Business Manager
- A Business Plan
- Dynamic, effective fund raising
- Professional marketing

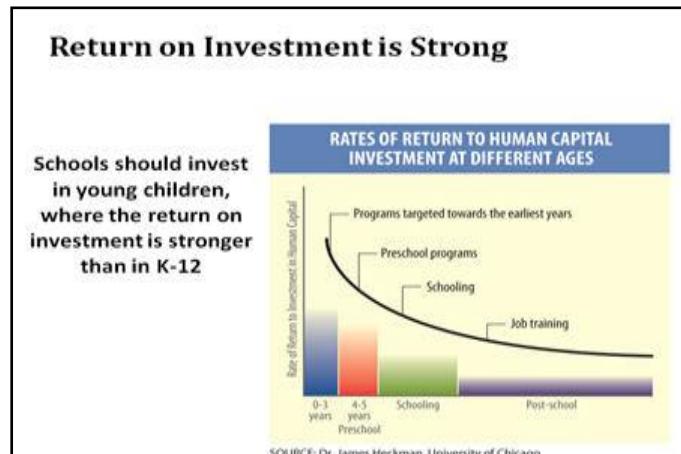
Today, the society has changed greatly. We have nuclear families where both the parents go out to work. The child is left at home learning the maid's culture. Lot of parents have problem keeping their kids at home as well. They often prefer the preschool with the daycare centre.

Parents as well are educated and enlightened. They look up for quality childcare. When the mothers are out to work and the child is left to no one and you have an affinity for children, having enough care and concern for them, if you really enjoy

keeping and helping them grow in a playful environment then opening a preschool can be an ideal business for you. It is as well good service to the community.

In order to open a preschool **Budget** plays a very important role.

1. In order to start you need to be aware of the norms that start with getting familiar with the laws of the state.
2. You also require having an idea with the process of business making in a small budget.
3. Awareness of the rules and regulations of the state is a prerequisite from the Department of Human Resource. Their approval works like a protective shield. Parents look up for it as they feel safe to leave their children under your care and protection.
4. Acquiring the proper insurance coverage is essential in case of a child, or an employee or any school property.
5. Stock of proper equipments must be made. They include age-appropriate toys and other essential supplies. Essential supplies include toys that improve the motor and fine motor skills, child sized table and chairs, puzzle books, craft supplies, cots, mats, bedding for each child in your care, "sippy" cups, plates and other eating utensils.



6. Advertising is one of the very good modes to make people know about your school. Word of mouth is one of the effective modes to propagate the name. Local Certificate in Pre School Administration & Management

newspaper, social media, websites, hoardings, distributing hand bills can also help to spread the name of the school.

7. A contract needs to be made with the new clients interacting with. The hours of operation, policy pertaining to the acceptance of sick children, tuition fees, late fees in case they delay the fees are the numerous cases on which the contract is usually done. You as well might require using time and redirect it to other disciplines like nap and meal time.

8. An interview with the potential clients must be held. In this case it is the potential discussions with parents before they decide to admit their children in school. Running a successful preschool means you are responsible for the good care, comfort and well being of a person's child. Ultimately as a proprietor of a preschool you will look up for respectful and comfortable relationship between parent and care giver.

Budget must be made adhering to the following areas

Legal	
License	
Rules and Regulations	
Insurance	
Rent	
Advertisement	
Brochures	
Logos	
Consultants	
Stock of proper Equipments	
Toys	

Essential Supplies	
Chair and table	
Puzzle	
Books	
Craft Supplies	
Cots	
Mats	
Bedding	
Stationary	
Kitchen Equipments	
Cups, plates and saucers	
Other utensils	
Others	

Estimate of the operating Budget

Types of Income

Tuition fees	
Grants	
State child care subsidies	
Fundraising	

Keeping in mind the capacity of the school calculate the expected amount.

Make a spreadsheet developing the expenses into the following category.

Personnel	
Occupancy cost	
Supplies	

Equipments	
Administration	
Staff development	
Miscellaneous	

Before getting into child care business a **clear understanding** of it is essential. It will help to,

- Plan
- Manage
- Assess the importance of business
- Imagine the size of business it can turn into
- Communicate with the funders and satisfy their queries.

There are three different kinds of **Accounting Systems**.

In a **cash basis system** the amount is recorded only when the amount is received. Suppose if a company is supposed to pay a bill in the month of January and a company receives in the month of March, it will be accounted for the month of March and not for the month of January,

For a profit making business **Accrual System** is preferred where the emphasis is laid more on the income incurred than received.

In a **Modified Accrual System** the record is maintained on the cash basis in a modified way.

Cash Basis System is the simple way among the Accounting Systems. However the Accrual Systems is the most accepted mode as it gives the perfect picture of the financial accounting systems.

Budgeting is a plan of action of any business. Over here it is applicable in opening a preschool. A budget reflects on the earnings expected and the amounts spent.

There are certain advantages in a budget making.

- Business Planning
- Creates awareness in business
- Creates an awareness of a business
- Helps in making up a business mind.

There are different **types** of Budget. Out of it two are discussed which may be useful.

Organization wide operating budget. This covers the income and expenditure of the whole business. And the disadvantage is that it cannot separate the income from the expenditure. E.g. preschool, the infant care and after school program me.

Program Budget is when the program is made based on the different program. Each program is treated as a separate issue. Treating each as a separate issue list of detailed expenditure can be done not overlapping each other. For e.g the budget separately can be made for preschool and infant care and not together.

Developing a Budget. Budget is estimation of the income made and the expenditure done. It is a collaborative effort of all the staffs contributing to develop a particular Certificate in Pre School Administration & Management

budget. They are the financial management staff; the board of directors and the Executive Director play a major role in drawing a balance an effective Budget plan to run a preschool business.

Time plays a dominant role in determining a budget as it keeps the track of time.

The number of children will also determine the capacity of license, number of staff other requirements etc.

Revenue can come from a number of resources. That can be through grants, fundraising, state child care subsidies, tuition fees. Each should be listed separately. Revenue projection depends on a number of things. They are number of days the school remain open, the vacancy rate fee schedule etc. In number of cases it so happens that it is expected there should be 100% attendance on new admission. But we can see that maximum 90-95% children turn up.

Estimated Expenditure is the expenses a business is expected to incur. Not a single item to be underestimated.

Fixed Expenses are the fixed investments of the business. They are the insurance, rent, mortgauge, telephones all these things required to open a child care centre. These are considered as a fixed cost as these do not fluctuate no matter whatever is the number of children attending the school.

Salary Expenditure. This depends on the licensing requirement, the ratio between the numbers of children to the number of employees. Often the salaries of an

employee can go up as much as 80% of the total expenditure. It must include benefits, vacation, projected salary increase, stipend all these things into it.

The **Program or funder requirement** if demanded by the audit department needs arrangement accordingly.

In the list of **other things** includes things like expenditure, supplies, equipments, fundraising, miscellaneous etc. In-kind contributions are considered as both income and expenses. E.g., If a copy shop has invested Rs 10,000/- for printing, this investment will be considered as both revenue earned and expenses.

Any assumptions considered as expenditure should be mentioned in the footnote.

Evaluation between Revenues and Expenses

The initial estimate of budget and revenue will reflect on a balanced budget. Their relationship can be drawn by a bottom line "Excess of Revenue Expenses." This can be calculated by subtracting the total expenses from the revenue earned. If the revenue earned is more than the expenses it is called as **Budget Surplus**. If the expenses are more than the revenue earned is called **Budget Deficit**.

The revenue earned is at times overestimated and expenses are underestimated. However the accountants opine that any business tries to budget revenue and expenses in a realistic and reasonable way. This is very much applicable at the beginning of a business when the sign ups are less and can lead to a dip in earning. This also helps in sudden gain or loss in expenses or revenue.

Lending organizations look forward at this surplus with lot of positive attitudes. They have the capacity to cover up the debt services when there is decline in the in Certificate in Pre School Administration & Management

the revenue earning or there is increase of expenses. In case of more expenses adjustment needs to be done. A successful business doesn't change the numbers often until and unless there is a dearth need in changing the program.

In requirement of adjustment it is important to keep the eye wide open keeping track how the expenses and revenue vary when the number of children served change. E.g depending on the ratio of adult to children it may be so that by enrolling few more students, the cost might go up suddenly and the revenue earned is substantial. The idea is **Economics of Scale**, where a few thousands involved in expenses is a bit more than few thousands in revenue. Economics of scale works best when the additional expenses of serving more children are small.

The Economics of Scale is a powerful business idea. It misfits the business in Child Care. It can take care of large number of children, but not quality care. In fact low child to the adult staff ratio is much workable in early child care field and funders. This is important for a child care business and is segregated out from the other business.

Comparison of Actual Expenses to the Budgeted Expenses at least in one quarter.

Budget has a great role to manage business. There are many organizations creating the actual expenses and budget for a quarter. After observing these two it might be required to focus on the other quarters as well.

The following areas are looked for when reviewing a budget.

- The assumptions in revenue help to create a realistic and reasonable budget. Reflection be made on the past financial statement and extensive market research.
- Reflection of proper expenses.

- Relation between revenue and expenses.
- Budget surplus or deficit.
- Comparison with the last budget.
- Increase and Decrease of Budget. Why?
- In case the revenue projections are not met, the mode in which business is taken up---A funder will take up such challenges of unforeseen fiscal changes.
- Deficit/Surplus applicable for any program. Does it subsidize others?

Accounting projections should be used in addition with knowledge of what makes high quality child care centre.

An Example of Annual Budget.

Revenue	
Parent Fees	
State Infant-Toddler Contract	
Subsidiary Program	
Fund Raising	
Total Revenue	

Expense

Pay roll	
Taxes and benefits	
Classroom/Office supplies	
Advertising	
Food	
Travel	

Facility Repair	
Insurance	
Holiday party	
Rent/Lease	
Professional Service	
Utilities	
Phone	
Fundraising	
Total Expenses	

Excess/deficit of revenue over Expenses	
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Assumptions: Vacancy rate of 5% is included in revenue calculation.

Balance Sheet is prepared at the end of an accounting period. It reflects on the financial position on a particular date. It is actually a picture of a moment on a particular date.

Sample Small Business Balance Sheet^[9]			
Assets		Liabilities and Owners' Equity	
Cash	\$ 16,600	Liabilities:	
Accounts Receivable	1,200	Notes Payable	\$ 30,000
Land	52,000	Accounts Payable	7,000
Building	36,000	Total liabilities	\$ 37,000
Tools and equipment	12,000	Owners' equity:	
		Capital Stock	\$ 80,000
		Retained Earnings	800
Total	\$117,800	Total	\$117,800

Components of a balance sheet have 3 categories. They are assets, liabilities and net worth.

Assets. The top half of a balance sheet is the portion of asset. Assets are anything that has value for money. Assets are of two kinds.

Current Assets are consumed within a year. Here the cash or assets are converted into cash. This includes all the money which has been received. The invested money requires a close observation. If the pending dues are increasing it could be such that the parents are not paying their fees on time. It can be also so that the subsidies are not properly reimbursed timely. General rule is that the receivable amount should not increase a month's income. This depends on the billing cycle. Prepaid expense like the goods, benefits, services required for a business or rent in advance, such as office supplies, insurance protection comes under current assets.

Fixed Assets are all the resources a business owns. They are usually used in a non cash form for a longer period, probably more than a year. Other than land all the fixed assets come under **cost less depreciation**.

Liabilities. The second part of the balance sheet reflects on liabilities. This is the debt owed by any child care business to the creditors. Current liabilities are those which a business is expected to clear within a year. The following are the example of current liabilities.

Account Payable is the amount owed to the suppliers for goods and services bought pertaining to the business.

Debt Payable is the principal balance of outstanding credit and debt financing. Long term liabilities are like long term loan that is not repaid within a year usually. The debt can be for long or short time. This is again a point of consideration.

Interest Payable is the accrued fees used for both long and short term business. It is the borrowed capital and the credit extended in business.

Taxes Payable includes both payroll and income taxes. This amount is estimated by an accountant incurred during the accounting period.

Payroll Accrual is the salaries and wages currently owed.

Deposits are the capital reserves kept aside.

Net Worth is the net asset or equity. It measures the difference between what a business owns (assets) and what the business owes (liabilities). The idea is presented below.

Total Assets - Total Liabilities = Net Worth.

This means that if a child care business owns more than it owes then its net asset is positive. If it reverses, like, if a child care business owes much more than it owns then the net asset is negative.

The following areas need to be focused on while reviewing a balance sheet.

- If it balances.

- Net Assets if positive /negative
- If current assets exceeds common liabilities
- Accounts if receivable “reasonable”
- Net Assets if restricted or not. If so to what extent?
- Comparison of the present balance sheet to the previous year.

BALANCE SHEET (EXAMPLE)

	10/05/2014	10/05/2013
Assets		
Current Assets		
Cash Checking		
Cash Saving		
Accounts Receivable		
Grants Receivable		
Prepaid Expense		
Total Current Assets		
Equipments(Fixed Assets)		
Less Accumulated Depreciation		
Total Assets		
Liabilities		
Current Liabilities		
Taxes Payable		
Payroll Accrual		
Vacation Accrual		

Accounts Payable		
Deposits		
Total Current liabilities		
Total Liabilities		

Net Assets		
Unrestricted net assets		
Temporarily Restricted net Assets		
Permanently Restricted Net Assets		
Total Net Assets		
Total Liabilities and Net Assets		

These are certain areas which require looking into before starting a preschool. Proper plan of action largely depends on framing the foundation with a correct business planning and budgeting.

If these ideas are clear it enables one to chalk out the plan of action of How to start a preschool in a better and in an easy way.

Phase 3:

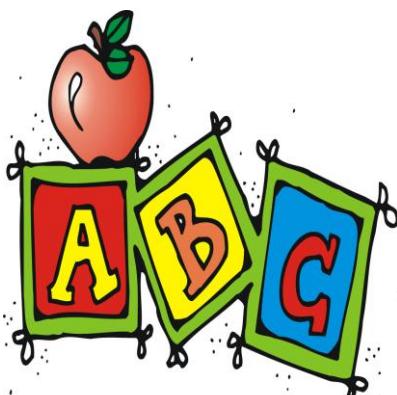
Curriculum

- **Child-centric curriculum focusing on the Montessori Method and Kindergarten**
- **The new age methods- Blossom , Waldorf and Reggio Emilia**
- **Material in classroom to aid learning**
- **Music and Role play**
- **Art and craft**
- **Games**
- **Making Timetables**

Curriculum plays an important role in the effective learning outcome of the students. The big question remains what would be the ideal curriculum – We give you a choice of methods and practices and principles to choose from. You may choose any of the suggested early childhood methods or choose to have an eclectic curriculum.

Child-centric curriculum focusing on the Montessori Method and Kindergarten

When it comes to opening a preschool, there are quite a few approaches to choose from. As a proprietor, one needs to remember that usually a preschool will describe itself as either play-based or academic. Within these structures there are a number of philosophies to choose from, be it Montessori, Kindergarten or an eclectic one that encompasses the best of all the methods. Understanding the different approaches will help to

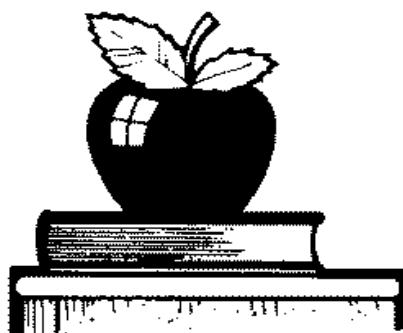


that find an approach that suits the school's ideal, since many of the approaches tend to overlap.

Many parents choose Montessori because they believe it helps their children acquire leadership skills and independence in general. In the Montessori Method there are four principles of this philosophy: learning should occur in a multi age classroom, the teacher is the guide for the child as opposed to having all the answers, children work at their own pace, and a classroom is set up according to subject areas. While there is a focus on academics, the distinguishing feature is that children learn at their own pace. There are special Montessori apparatus called manipulative(s) that are self-corrective; this means that a child



knows if they have assembled an apparatus correctly or not.



As a proprietor one may find the Kindergarten Method to be applicable in many ways. This approach is concerned about the total child. Their physical, social, emotional, and academic needs must be considered and developed for a well-balanced program. The focus should be to develop concepts in an informal as well as a beginning formal setting. The aim of an effective kindergarten program is to provide a learning environment which is flexible, so that children will find varied opportunities in which they can learn social behaviors which benefit both the individual and the group, develop critical thinking, learn to solve problems, discover, collect, and classify information about the world, build and clarify concepts, extend present knowledge and experience, learn about words, and explore

usage and meanings for effective communication with others.

Like it has been mentioned earlier, a curriculum philosophy chose for the pre-school need to be a balance between a Play-Based program and an Academic program. In a play-based program, children choose activities based on their current interests. The term “play-based” is often interchanged with “child-centered,” which could be used to describe the majority of available preschool programs. The play-based classroom is broken up into sections, such as a home or kitchen, science area, water table, reading nook, space with blocks and other toys, or other areas. Teachers encourage the kids to play, facilitating social skills along the way. “Even though it seems like they are just playing, they are learning valuable skills, including important social skills and cooperation with others, learning about signs (as most items are labeled), and early math,” says Jenifer Wana, author of “How to Choose the Best Preschool for Your Child.”



Alternatively, there are academic programs, considered didactic, “teacher-directed,” “teacher-managed.” In these classrooms, teachers lead the children in a more structured way, planning the activities and guiding in doing them. This design is aimed at preparing kids for the kindergarten setting. For the most part, classroom time is devoted to learning letters and sounds, distinguishing shapes and colors, telling time, and other skills.

Although parents may take comfort in knowing their child is in a more academic setting, some say this only makes a difference in the short term. "A lot of people put children in Montessori, for example, because they want them to learn academics early. Research shows that's true only up to a certain point. Preschool is time to learn social and emotional skills so you are ready to learn those academic skills later on."(Wana)

As an owner of a pre-school, you may have to counsel parents who worry that a play-based classroom is too chaotic and a child would not thrive in it, they would prefer their child to be in a more structured setting. The important thing to remember is that preschool should not look like elementary school. "It should be organized so there is a plan and routine for the day. But at the same time, it should not be regimented in the sense that kids are spending five minutes at this, ten minutes at this, with no exception. It shouldn't look like a fourth-grade classroom."(Pianta)

It is advisable to strike a balance between the two. However, a proprietor may choose to opt for a play-based or more academic curriculum, but remember that ultimately the child is being prepared for later schooling. While play-based approaches may work for most types of children, any quality preschool program can set the foundation for the transition to pre-primary schools and beyond. What matters is that the child is learning from adults who engage and stimulate intellectual curiosity while imparting social skills. "Most kindergarten teachers will tell you what they really value is the opportunity to teach kids when they show up at school prepared and ready to learn .They value that the children enjoy learning, have a set of experiences that got them used to a classroom setting, and know how to engage adults and kids in another setting." (Pianta).

The new age methods- Blossom, Waldorf, HighScope and Reggio Emilia

Apart from the Montessori and the Kindergarten Method, as an administrator and proprietor of a preschool one should know about the new age teaching methods that are coming up. You may not incorporate these methods in your school in the purest form, but if you are looking for an eclectic methodology for the pre-school curriculum, these may help you to incorporate the best of each. Though Montessori and Kindergarten are the more popular mainstay of the pre-school philosophy across the globe, each of the above mentioned methods have found popularity in certain countries and societies.

The Blossom Method



This is not exactly a pre-school method, as it deals with the mother -child bonding from conception. But the essence of the method can be applicable and related to teacher -learner bonding, as teachers are mother surrogate, and as a proprietor you may incorporate the basic philosophy of the Method.

The Blossom Method by Vivien Sabel focuses on learning about the baby's non-verbal communication through a simple practice of Observe- Mirror-Respond.

The method's main focus is to understand the non-verbal behavior of a child and try to understand what the child is trying to communicate to you. This leads to a happy and settled infant /toddler as the care-giver is able to understand why a baby cries and is able to meet the baby's needs.

The Waldorf Method



Waldorf or Rudolf Steiner's Method is based on an anthroposophical view and understanding of the human being. Here the sense of unity is of importance, focusing on the mind, body and spirit as a whole. Curriculum is not about learning the abc's only, as the emphasis is on play, music and art as well as the relationship between the teacher and child.

As the owner of a pre-school, you need to focus on certain principal factors – especially in formulating the focus for the teachers. The central focus for the Waldorf teacher is to instill a sense of independence in the pupils and build an understanding of and appreciation for their background and place in the world, not primarily as members of any specific nation, ethnic group or race, but as members of humanity and world citizens.

Thus, the Waldorf kindergarten cultivates and works in support of the pre-school child's deep, inborn natural attitude, belief and trust in and basic reverence for the world as an interesting and good place to live in.

The goal of Waldorf or Rudolf Steiner education is to enable students as fully as possible to choose and, in freedom, to realize their individual path through life as adults.

While anthroposophy forms the philosophical and theoretical basis of the teaching methods used in Waldorf schools and is reflected in the attitudes of many Waldorf teachers and in the general structuring and orientation of Waldorf education during the different stages of



development, anthroposophy is not taught as such to the students in the overwhelming majority of Waldorf schools world wide.

Most of the approximately 1.000 Waldorf schools world wide in different countries are non-profit, independent schools, starting with no public financial support. But an increasing number of Waldorf schools are supported by government funding in different countries. This will make a basic Waldorf oriented education freely available to all as one option among others, irrespective of the socioeconomic status of the parents.

HighScope Method

It is true that as a proprietor or an administrator, a person needs to know how children grow and learn. Children also need to feel secure and at the same time feel excited about being in school. But this basic knowledge and set of skills is not enough to create an entire curriculum. So much learning happens in the early years, that it would be very difficult for an individual or even an entire staff of one agency to invent a complete curriculum.

Most important, it is not enough to offer a curriculum in the belief that it is good. There must be proof that it works. To maintain funding, administrators must show their program is using a curriculum that has research-based evidence of effectiveness. Proof of effectiveness is important to policymakers who want to make sure taxpayer dollars are invested wisely. Using a validated or proven curriculum means you get all of the following ingredients and instructions:

- A set of appropriate teaching practices for adults
- A list of learning objectives for children
- Research tools to measure whether the program is meeting its goals

- A staff training model to make sure teachers understand and use the curriculum correctly.

HIGH SCOPE DAILY ACTIVITY MATRIX FOR 2-5 YEAR OLDS

ACTIVITY	Monday	Tuesday	Wednesday	Thursday	Friday
Language, Literacy & Communication	X	X			X
Mathematics and Creative Arts	X		X		X
Physical Development & Health		X	X		X
Science and Technology		X	X	X	
Social & Emotional Development	X		X	X	
Social Studies				X	

For these reasons, High Scope urges early childhood educators to use a single and established curriculum rather than something homegrown and untested.

A program that borrows bits and pieces from various models will also be problematic.

According to this method, using a single curriculum does not mean that education is rigid and inflexible. In fact, a good curriculum allows you to change it to fit the children and community you serve, much as you might follow a basic recipe but change the seasoning to meet your personal tastes. The HighScope Curriculum

permits this flexibility while maintaining the standards and practices that guarantee the curriculum will achieve positive and lasting results.

Reggio Emilia

The Reggio Emilia Approach is an innovative and inspiring approach to early childhood education that values the child as strong, capable and resilient; rich with wonder and knowledge. Every child brings with them deep curiosity and potential and this innate curiosity drives their interest to understand their world and their place within it.

If the school follows this method, the curriculum needs to focus on the the following aspects.

i) An emphasis on documenting children's thoughts

In Reggio and Reggio-inspired settings there is an emphasis on carefully displaying and documenting children's thoughts and progression of thinking; making their thoughts visible in many different ways: photographs, transcripts of children's thoughts and explanations, visual representations (drawings, sculptures etc.) all designed to show the child's learning process.

ii) The Hundred Languages of Children

Probably the most well-known aspect of the Reggio Emilia Approach. This is based on the belief that children use many different ways to show their understanding and express their thoughts and creativity. There are a hundred different ways of



thinking, of discovering, of learning.

Through drawing and sculpting, through dance and

movement, through painting and pretend play, through modeling and music, and that each one of these Hundred Languages must be valued and nurtured. They are all a part of the child, and learning and play are not separated. The Reggio Emilia Approach emphasizes upon hands-on discovery learning that allows the child to use all their senses and all their languages to learn.

A pre-school influenced by the Reggio Method realizes that it is the first time when most children are just coming out of the home. The setting is home-like; gentle, slow, and intended to give the children a sense of being part of a big family. In the Reggio nursery, the children are offered the possibility of participating in the traditional activities that take place in the home: cooking and baking, washing and ironing, cleaning, and gardening. The activities provided allow the children to engage in the work of the adult. Because these activities serve a purpose and are filled with meaning, they help the children become grounded and enter more fully into life at a later age.



Weekly activities here include:

Baking

Painting

Soup making

Gardening

Young children love to play. This is the age when they transition from parallel play to social play. That means learning how to be with another human being in a kind and gentle way. Often, this is the first time the child is part of a group, so adjusting to each other and learning to take turns and take part in a circle is a big step for young children. The Early Childhood teachers are role model of behavior worthy of imitation and are expected to meet each child with warmth, respect and loving care.

The other curriculum structure that can be incorporated and integrated are Developmental, Progressive and Cooperative approaches.

Developmental

These pre-schools reflect the theories of Jean Piaget, who believed that children as well as adults pass through stages of development that are defined by developmental norms of behavior. The developmental preschool allows for children to be seen individually in a setting that allows for their development to progress through play based learning.

Progressive

These preschools encompasses many of the traits of a developmental school, yet



there is an emphasis on community and being a part of the world outside of a school setting. This means there are field trips, where children study the community or their immediate environment. Educator

John Dewey held the belief that the educational process begins with the interest of the child, and that the child's natural curiosity should be utilized to frame the curriculum.

Cooperative

Here the children work in the classroom as teachers assistants even as a preschooler. There is a teacher who directs the parents in working with the children, and there is usually a traditional approach such as developmental. The tuition is usually low at these schools, making preschool more affordable.

Comparative Curriculum : This is a table on comparative curriculum in a nutshell and as a proprietor , this will help to design a curriculum flow and train the teachers accordingly.

Program	Main features	Teacher's role
Montessori	<p>This is based on the theories of Maria Montessori.</p> <ul style="list-style-type: none"> • Prepared environment supports, invites, and enables learning. • Children educate themselves—self-directed learning. • Sensory materials invite and promote learning. • Set curriculum regarding what children should learn. Montessorians try to stay as 	<p>Follows the child's interests and needs</p> <ul style="list-style-type: none"> • Prepares an environment that is educationally interesting and safe. • Directs unobtrusively as children individually or in small groups engage in self-directed

	<p>close to Montessori's ideas as possible.</p> <ul style="list-style-type: none"> • Children are grouped in multiage environment. • Children learn by manipulating materials and working with others. • Learning takes place through the senses. 	<p>activity.</p> <ul style="list-style-type: none"> • Observes, analyzes, and provides materials and activities appropriate for the child's sensitive periods of learning. • Maintains regular communications with the parent.
Blossom	<p>A Method by Vivien Sabel that focuses on the non-verbal communication through a simple practice like Observe –Respond – Mirror .</p>	<p>Not really a classroom practice , but helps a teacher to identify the reaction sequence through body language.</p>
Waldorf	<p>Theoretical basis is the philosophy and beliefs of Rudolf Steiner.</p> <ul style="list-style-type: none"> • The whole child—head, heart and hands—is educated. • The arts are integrated into all curriculum areas. • Study of myths, lores, and fairy tales promotes the imagination and multiculturalism. • Main-lesson teacher stays with the same 	<p>Acts as a role model exhibiting the values of the Waldorf school</p> <ul style="list-style-type: none"> • Provides an intimate classroom atmosphere full of themes about caring for the community and for the natural and living world. • Encourages children's

	<p>class from childhood to adolescence.</p> <ul style="list-style-type: none"> • Learning is by doing—making and doing. • Learning is noncompetitive. • The developmental phases of each child are 	<p>natural sense of wonder, belief in goodness, and love of beauty.</p> <ul style="list-style-type: none"> • Creates a love of learning in each child
Highscope	<p>Theory is based on Piaget, constructivism, Dewey, and Vygotsky.</p> <ul style="list-style-type: none"> • Plan-do-review is the teaching-learning cycle. • Emergent curriculum is one not planned in advance. • Children help determine curriculum. • Key experiences guide the curriculum in promoting children's active learning. 	<p>Plans activities based on children's interests</p> <ul style="list-style-type: none"> • Facilitates learning through encouragement. • Engages in positive adult-child interaction.
Reggio Emilia	<p>Malaguzzi's approach is based on Piaget, constructivism, Vygotsky, and Dewey.</p> <ul style="list-style-type: none"> • Emergent curriculum is one not planned in advance. • Curriculum is based on children's interests and experiences. • Curriculum is project oriented. • Hundred languages of children—symbolic representation of work and 	<p>Works collaboratively with other teachers</p> <ul style="list-style-type: none"> • Organizes environments rich in possibilities and provocations. • Acts as recorder for the children, helping them trace and revisit their words and

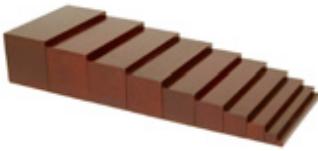
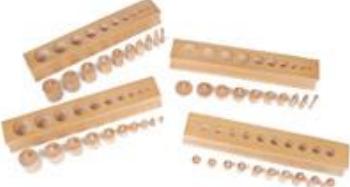
	<p>learning.</p> <ul style="list-style-type: none"> • Learning is active. • Atelierista—a special teacher is trained in the arts. • Atelier—an art/design studio is used by children and teachers. • Theoretical basis is the philosophy and beliefs 	actions.
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Material in classroom to aid learning

A school's choice of materials depend upon the philosophy that the school follows.

A Montessori pre-school need to have the specific apparatus that are the mainstay of the Montessori Method. The sensorial apparatus that a Montessori house need to have help in promoting learning through the senses and to train the senses for learning. Some of them that are a must have been mentioned below:

Pink tower		<p>Ten wooden cubes of the same shape and texture, all pink, the largest of which is ten centimeters. Each succeeding block is one centimeter smaller. Children build a tower beginning with the largest block. (Visual discrimination of dimension)</p>
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Brown stairs		Ten wooden blocks, all brown, differing in height and width. Children arrange the blocks next to each other from thickest to thinnest so the blocks resemble a staircase. (Visual discrimination of width and height)
Red rods		Ten rod-shaped pieces of wood, all red, of identical thickness but differing in length from ten centimeters to one meter. The child arranges the rods next to each other from largest to smallest. (Visual discrimination of length)
Cylinder blocks		Four individual wooden blocks that have holes of various sizes and matching cylinders; one block deals with height, one with diameter, and two with the relationship of both variables. Children remove the cylinders in random order, then match each cylinder to the correct hole. (Visual discrimination of size)

Smelling jars		Two identical sets of white opaque glass jars with removable tops through which the child cannot see but through which odors can pass. The teacher places various substances, such as herbs, in the jars, and the child matches the jars according to the smells. (Olfactory discrimination)
Baric tablets		Sets of rectangular pieces of wood that vary according to weight. There are three sets—light, medium, and heavy—which children match according to the weight of the tablets. (Discrimination of weight)
Color tablets		Two identical sets of small rectangular pieces of wood used for matching color or shading. (Discrimination of color and education of the chromatic sense)
Cloth swatches		Two identical swatches of cloth. Children identify them according

		to touch, first without a blindfold but later using a blindfold. (Sense of touch)
Tonal bells		Two sets of eight bells, alike in shape and size but different in color; one set is white, the other brown. The child matches the bells by tone. (Sound and pitch)
Sound boxes		Two identical sets of cylinders filled with various materials, such as salt and rice. Children match the cylinders according to the sound the fillings make. (Auditory discrimination)
Temperature jugs		Small metal jugs filled with water of varying temperatures. or thermic bottles Children match jugs of the same temperature. (Thermic sense and ability to distinguish between temperatures)

Apart from these there are apparatus to teach numbers and language.

Even if the pre-school is following any other educational approach like the Kindergarten, the material should support the children's developing social skills and interest in adult roles, growing imaginations, increasing motor skills, and rapidly expanding vocabularies. For these pre-schools, high quality early learning and child care programs provide safe, stimulating environment that learners use in a direct, hands-on manner. The physical environment, as well as all the materials and equipment are part of a child's learning experience. The schedule, space, interaction with others and daily routine all provide learning opportunities. The learning environment should provide a rich assortment of materials and equipment for children to develop socially, cognitively and physically.

Refer to the table below for examples of developmentally appropriate materials for preschool for the Kindergarten children.

Type of Material	Appropriate Materials	Examples
Skill/concept	Books/records	Picture books, simple and repetitive stories and rhymes, animal stories, pop-up books, simple information books, wide variety of musical recordings
Games		Socially interactive games with adults, such as What If; matching and lotto games based on colors and pictures, such as picture bingo or dominoes; games of chance with a few

		pieces that require no reading, such as Chutes and Ladders; flannel board with pictures, letters, and storybook characters
Gross motor	Active play	Push and pull toys; ride-on toys; balls of all kinds; indoor slide and climber; rocking boat
	Outdoor	Climbers, rope ladders, balls of all sizes; old tires, sand and water materials
Manipulative	Fine motor	Dressing frames; toys to put together and take apart; cookie cutters, stamp and printing materials, finger paint, modeling dough, small objects to sort and classify; bead stringing with long, thin string; pegs and small pegs; colored cubes, table blocks, magnetic board/letters/numbers and shapes; perception boards and mosaics
	Puzzles and large, simple jigsaws; number/letter/clock form boards	Fit-in or framed puzzles (for 3-year-olds: from 4-20 pieces, for 4-year-olds: from 15-30 pieces, for 5-year-olds: from 15-50 pieces);
Investigative		Toys, globe flashlight, magnets, lock boxes, weather forecasting equipment, scales, balances, stethoscopes
Construction	Building sets	Small and large unit blocks; large hollow blocks; from age 4, interlocking plastic blocks

		with pieces of all sizes
		Workbench, hammer, preschool nails, saw, sandpaper, pounding benches, safety
Carpentry		goggles
Self-expressive	Dolls and soft toys	Realistic dolls and accessories; play settings and play people (e.g., farm, hospital)
		Dress-up clothes, realistic tools, toy camera,
	Dramatic play	telephone, household furniture
Sensory		Tactile boxes; auditory and musical materials such as smelling and sound boxes; cooking experiences
Art/music		All rhythm instruments, music boxes; large crayons, paint, paste, glue, chalkboard and chalk, sewing kits, collage materials, markers, modeling dough, blunt scissors
Natural and everyday	and water	and Sandbox tools, bubbles, water toys
		Old clocks, radios, cameras, telephones; telephone books; mirrors; doctor kits; typewriter; magazines; fabric scraps; computer; cash register and receipts; measuring cups and muffin tins

It is advisable that as a proprietor one should not be influenced by the toys that are popular and marketed on the basis of cartoon shows, current movies or TV programs. Even though they are attractive to the children, they do not stimulate

imagination , dramatic play or creativity. Instead may give precedence to aggression and negative influences. Toys need to be unstructured and diverse in playability and simple. There should be different toys for different types of play. In the preschools that follow an eclectic approach , the materials can be categorized under the following.

Type of play	Materials used
Gross-Motor Play	Large blocks, Transportation toys Climbing equipment, tricycles, wagons, Big Wheels, and so forth Woodworking equipment and materials (child-size hammers, workbench, vise, screwdrivers, scrap lumber, etc.)
Fine-Motor Play	Clay, Puzzles, Art supplies (finger and water paints, brushes, markers, crayons, scissors, etc.), Beads for stringing, Construction materials (small blocks, Legos, Lincoln Logs, etc.)
Language and Literacy	Books, Writing materials (notepads, individual chalkboard, pens, pencils, old typewriters, sand trays, etc.), Thematic props (teddy bears for “Goldilocks,” puppets, etc.)
Cognitive Play	Materials for water play (buckets, squirt guns, sieves, etc.), Simple board games, Simple card games Materials for science experiments (balance scales, eye droppers, animal cages, aquariums, terrariums, etc.), Objects from nature (leaves, bird’s nest, feathers, etc.)

Socio-dramatic Play	Dolls and stuffed animals, Props for dramatic play (hats, neckties, child stethoscope, eyeglasses with lenses, etc.), Miniature life figures, Housekeeping equipment and props (child-size broom, dishware, table and chairs, etc.)
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Under this section, you also need to remember that there needs to be a reading area related to the various subjects as well as a technology corner.

Activity Area: Reading

(Language reasoning, literacy, books and pictures, library area)

Materials/Equipment

Some of each category:

An assortment of books is needed. They can be store-bought, adult and child-made books, photo albums and children's magazines. Choose some from each of these categories:

1. **Factual books:** real animals, facts about animals and plants ,real life experiences, ex: going to the doctor, numbers, shape, color
2. **Nature and science books:** five senses, human body, animal homes and lives
3. **Race and cultures books :** historical and contemporary stories about people from various races and cultures, books in various languages
4. **Diverse abilities books:** books depicting individuals with additional needs (wheelchair, crutches, hearing devices, etc.)

5. **Fantasy books:** pretend stories about people, pretend stories about animals
6. **Additional language materials:** flannel board and accessories, puppets, puppet theatre, poster sets (sets of winter scenes, etc.) , listening centre and recorded stories with or without headphones

Storage/furnishing :book display, comfortable seating, child or adult size couch, pillows, covered mattress, adult sized arm chair

Activity Area: Science (Science discovery centre)

Materials/Equipment

Some of each category:

1. Natural objects: flowers ,moss, leaves, shells, rocks, acorns, pine cones bird nests, feathers, fossils, bones, wood, twigs, branches, drift wood
2. Living things: pets (only if acceptable to the authority) , plants, flowers, terrariums, aquariums/fish bowls with fish, snails, tadpoles, worm composting, garden, bird houses, feeders visible from a window¹⁷
3. Nature science books/posters, games, puzzles: factual books/posters such as animals, plants, birds, fish, human body, seasons, weather, planets, environment, maps, globe, atlas, x-rays , games with a nature theme, nature picture matching cards, nature sequence cards , puzzles with nature or natural sequences, such as the life cycle, ex: frog, butterfly, chicken, plant, nature/science floor puzzle such as the human body (heart, lungs)

4. Nature/science materials: pinwheels, wind chimes, sources of wind such as fans, magnets with iron and non-iron objects , magnifying glasses, prepared slides/microscopes, bug viewers , sink and float items, pulleys/levers, shaking cans, smelling cans (filled with spices), feeling boxes, prisms, plastic translucent color paddles/color cards, kaleidoscopes, colored glasses, tornado tubs , realistic plastic insects

Storage/furnishing: shelves/display areas, tables/chairs

Activity Area: Math/Number

Materials/Equipment (Some of each category):

1. Measuring: liquid/dry measuring sets (cups and spoons), scales and weights, cloth tape measures, meter sticks, rulers, wind up meter tape, thermometers , height charts, centimeter cubes/snap cubes
2. Shapes: magnetic shapes, pattern or matching cards for any shape toys, attribute blocks (of different sizes, colors, shapes, thicknesses), parquetry blocks ,puzzles with different geometric shapes, unit blocks with outlines on shelves for organizing
3. Counting: small objects to count such as colored beads, animals, vehicles, with or without pattern, cards or sorting/counting tray , play money in the drama area, attribute beads and activity cards, pegs/peg boards, pegboards with numbers and holes to match ,games or puzzles where quantities of objects are matched to written numbers, dice games.
4. Written numbers :number books and posters ,magnetic numbers, number puzzles, number lacing cards, number lottos , play telephones, dramatic play cash registers with play money, clocks, calendars, playing cards

5. Quantities: dominos, playing cards, abacus, charts and graph, nesting/stacking cups, toys and games to figure out more or less/fractions, snap cubes, centimetre cubes, puzzles or three-dimensional graduated cylinders showing a sequence of different heights

Activity Area: Technology Centre (TV, video, computers)

Materials/Equipment

A technology centre is not an essential part of a preschool room and is not required because children learn best from having hands-on contact with materials and socializing with peers and adults. If used, the audio/visual equipment including TV programs, movies, videos and computer software must be culturally sensitive and developmentally appropriate, with no violent, frightening or sexually explicit content. Many children's videos or TV programs contain violence and are inappropriate.

Useful materials might include: video of a story that is considered children's literature, computer software that has educational content in introducing concepts such as numbers, colors, matching, videos for children and staff to exercise to videos showing familiar things such as baking cookies/ bread ,videos that support a curricular/interests of children

Storage/furnishing: computer tables and chairs

The materials and equipment should:

- be available in a quantity and variety to occupy all children in attendance
- be consistent with the developmental capabilities of children in attendance
- be available for much the day

- offer many types of play choices, for blocks of time, to provide different opportunities for children to experiment, explore and learn
- be accessible to children where they can reach and use the materials by themselves with adaptations to furniture to meet all children's needs
- be organized into particular interest centres (may overlap into other centres)
- be arranged so quiet and active centres do not interfere with one another
- represent and encourage acceptance of diversity (race, culture, age, abilities, gender) in all activity areas
- be rotated and changed frequently based on the children's interests
- be provided indoors and outdoors to broaden children's exploration and experiences.

Music and Role play

Music, movement and role play are the essentials in any pre-primary curriculum. A pre-primary school need to have designated area for these activities as well as qualified teachers who can make the young ones enjoy music , dance and role play and develop an aesthetic sense from a very young age. Instruments too can be an integral part of the process and the children can sing with them or play the instrument to get a sense of rhythm. In addition, they are encouraged to improve their social and emotional skills as they work together on a song, and they improve their gross and fine motor skills through movement to music and by playing instruments and doing finger plays.

Dance on the other hand give a bodily expression to the rhythm. It is also a socialization tool when the children hold hands to dance in a circle.

Role play on the other hand provide an opportunity to explore the imaginary world of the youngsters , where they are learning through imitation Laughing together at

the joy of make-believe or using props, and simple costumes add to the sense of fun and creativity. According to the requirement, a play school needs to have earmarked activity areas.

Activity Area: Music/Movement

Materials/Equipment

1. Musical instruments: homemade or commercial bells, piano, triangles, xylophones, rhythm sticks, tambourines, drums, maracas, cymbals, tone blocks from various cultures
2. Dance props: scarves, ribbons, streamers, hoops, dancing clothes and shoes (male and female)
3. Audio equipment: CD player, CDs of different types of music such as folk, classical, popular children's songs, jazz, rock, reggae, rhythm and blues, music from various cultures and in various languages listening centre, with or without headphones, song books, microphones

Storage/furnishings/space:

- low, open shelves
- small tables/chairs
- open area for dance/movement

Activity Area: Dramatic (Daily living centre)

Materials/Equipment

1. Home Area: child-sized stove, sink with cabinet for storing dishes, refrigerator, table and chairs, bed, dresser, dress up display and other furnishing such as washer/dryer , cooking utensils, such as pots/pans, eating utensils, dishes, muffin pan, wok, toaster, play food, collection of empty containers such as food products and spices, cleaning utensils such as mops, brooms, feather dusters, rags, pails, empty containers of cleaning products such as laundry detergent and dish soap, infant dolls, dolls representing adults, small dolls for doll houses (diverse ethnic characteristics), doll furniture, such as cradle/crib, high chair, stroller, wheelchairs, walkers, baby carriers from various cultures

- doll clothes and accessories such as bottles, blankets
- full length unbreakable mirror
- telephones, clocks, radios, cameras
- stuffed animals
- fabrics or blankets typical of various cultures
- garage with small vehicles, doll house and accessories, barn with small toy animals and accessories

2. Dress up clothes: (male and female; depicting the season)

- jackets, shirts, dresses, skirts, pants
- accessories such as jewelry, purses, tote bags, briefcases, suitcases, sunglasses
- hats, including hard hats, hats used in different jobs, sun hats, costumes
- clip-on ties, scarves
- boots, sandals, slippers, shoes

3. Prop boxes: In addition to providing the home area, another theme should be provided such as:

- gas station: work clothes, hats, empty oil cans, funnels, hose or tubing, toy tools, larger toy vehicles
- medical office: bandages, tape, doctor's kit, dolls, blankets, stethoscope, white shirts
- farm: toy animals, pails, calf feeding bottle, oat bags, saddles, coveralls, caps/straw hats
- carpenter: carpenter's aprons, hats, rulers, measuring tapes, tools, empty paint cans, brushes, rollers
- restaurant: tables and chairs, menus, play money, aprons, paper chef hats, table cloths, empty ketchup/mustard bottles, cash registers
- grocery store: cash register, paper bags, play money, empty food containers, aprons, toy shopping carts
- post office: shoulder strap tote/purses, cancelled stamps or seals, envelopes, paper, rubber stamps, mailbox, flyers

Art and craft

Art and craft are stimulating activities that help in the muscle co-ordination as well as the hand eye –coordination while utilizing a child's natural instinct to play. The space or room for the art /craft activity need to have child sized tables and chairs that become the work station for the children. Ensure that the activity area is colorful and bright and safe.



The materials and equipments should be such that they are hypo -allergenic and safe to use. A child should not be given a material that they can swallow accidentally or have equipments that they can cause no accident, like the scissors should be blunt and child safe.

You may accessorize this room with lots of baskets, buckets and clear-sided jars to make it simple to store all their favorite things. To keep display areas playful and casual, hang a cork board or a display -board that invites the children to show off their best artwork, and make crafty frames out of colored pencils to match the creative spirit.

The art and craft centre needs to have the following equipments that relate to the corresponding skill.

Activity Area: Creative (Art centre)

Materials/Equipment

Some of each category:

1. Drawing:

- large and small crayons
- pens, pencils, erasers, colored pencils
- thick and thin washable markers
- chalk, chalk board, erasers
- paper (various sizes and colors, lined and blank) newspaper, construction, tissue, cards, paper plates

2. Painting:

- finger paints
- liquid tempera paints
- block/disk tempera paints and trays
- variety of paint utensils, paint brushes, rollers, squeeze and spray bottles, sponges
- paint scrapers

3. Collage:

- glue/paste, glue sticks, glue/paste pots, glue brushes/spreaders
- paper scraps, magazines, cards, wrapping paper, ribbon
- cardboard tubes, boxes, rolls for construction
- felt/fabric remnants
- yarn/string
- cotton balls, pompoms
- glitter, buttons, sequins, gems (all small materials require supervision and for use with children three years of age and older)
- natural objects (leaves, seeds, twigs, feathers)7

4. Three-dimensional:

- play dough
- clay
- wood for gluing/construction
- pipe cleaner /straw
- plasticine

5. Tools:

- safe scissors (left- and right-handed)
- staplers
- paper punches
- tape (various types), tape holder
- tools to use with play dough (craft sticks, blunt knives, scissors, pipe cleaners)
- stencil

Storage/furnishings:

- low, open shelves
- containers – clear plastic, wicker/rattan
- easels
- child-size table and chairs
- paint shirts or smocks
- facilities for drying, displaying and storing artwork

Games

Pre school children need to be active and constructively engaged so that their energy is utilized constructively. A pre-school should have adequate open air space that encourages the children to explore nature and exercise through play so that they grow physically and their muscle coordination becomes better. There may be equipments that encourage playing games or gymnastic equipments that help in combining strength, flexibility and balance. The equipments and the play area need to be child safe and there should be an attendant who can take immediate action in

case of major or minor accidents. Keep a first-aid box close by that can be easily accessed incase of emergency.

The play area needs to have the following:

Activity Area: Fine Motor

(Table toy centre, quiet thinking centre, manipulative centre)

Materials/Equipment (Some of each category):

1. Building toys: small wooden block , interlocking blocks (Lego),magnetic blocks, Bristle Blocks, Waffle Blocks
2. Puzzles: variety of textures – foam, plastic, wood, multi-texture, different complexities, knobbed, without knobs, variety of pieces (five to 30), interlocking and individual pieces, sequence, floor
3. Manipulative: small and large beads, strings, bead pattern cards, bead frames, sewing materials including blunt needles, wool, burlap, buttons, lacing cards with laces/string, pegs and peg boards, pounding boards with mallets, parquet shapes with and without pattern cards zip, snap and button dressing frames ,straws/sticks with connectors, links, linking stars, nuts and bolts, screws, train tracks and trains, potato-head figure and accessories, shape sorters

Activity Area: Block

Materials/Equipment

1. Blocks: (enough blocks for at least three children with at least two different sets of blocks). Unit blocks come in different shapes and sizes such as triangles, squares,

rectangles, cylinders and arches (small blocks can be combined to create an equally sized larger block, ex: two small square blocks = one rectangular block) . Large hollow blocks (hollow blocks with open sides) tree blocks (oak, birch, basswood, pine, natural tree cookies, homemade or store bought).Homemade blocks (large cardboard milk cartons, plastic containers, foam containers, sturdy boxes, wood cut into block shapes).

2. Accessories: (at least two types)

vehicles – small trucks, cars, trains, farm vehicles, traffic/road signs, floor road map/carpet, small toy people representing various ethnic groups, ages, abilities, small toy animals (zoo, farm, domestic, native, dinosaurs),ramps, boards, cardboard cylinders

Storage/space:

- open shelves labeled with unit block outlines
- containers – clear, plastic, wicker/rattan basket
- ample space and carpeted floor area

Gymnastic Area

Gymnastics both encourage preschool age children to be active. As it is one of the most beneficial forms of exercise combining strength, flexibility, and



balance. Keep an area for gymnastics which needs balances and low bars. This can be substituted as dance area too.

Martial Arts

Beyond providing physical activity, martial arts also helps to teach children respect and courtesy. Children who do not do well in team sports may benefit from martial arts, as they are still part of a class but working as an individual. Children suffering from ADHD can benefit greatly from martial arts. However, please ensure that there is a trained instructor to guide the children.



Soccer/ Football

Soccer provides the opportunity for children to join in on an organized, exercised filled sport. Try to have an open area in the playground ear-marked for the game and see how the children have fun playing with the ball. The equipments are Foot/Soccer Balls and air-pump and a marked area.

Making Timetables

As a pre-school proprietor you need to be aware about the timetables and schedules so that you are able to guide your teachers how the schedules are drawn keeping in mind the physical and the psychological needs of the young ones. It also gives you an idea what to say when parents ask about a typical pre-school day and how their wards will benefit from this particular pre-school/playschool

A predictable classroom schedule helps children know what to expect during their day, reduces mayhem in the class, and gives kids the structure they need to adjust in a class.

While planning a schedule there are a few things that need consideration:

Small and Large Group Activities

Some examples of large group activities include circle time, music and movement, and story time. Since Preschooler's have short attention spans, they're not able to sit in one spot for too long. Setting aside 15 to 20 minute blocks of time twice a day is ideal for large group activities.

Small group activities give teachers the opportunity to work with two to three children at a time to focus on a specific set of skills or activities. Small group activities can be scheduled in 10 to 15 minute blocks of time. In large classrooms, time may not allow you to work with four or five groups of preschoolers each day. If this is the case, rotate the groups throughout the week.

Individual Play Time

Individual play is a big part of self discovery for kids, as it allows them to be creative, and it lets them experiment with the things that interest them. Individual playtime can be broken up into two 30 to 45 minute blocks of time throughout the day.

Transition and Cleanup Times

Transition times are often overlooked when preschool teachers prepare their schedules. But when dealing with large groups of kids, it's important to keep them occupied as they prepare to move from one activity to the next, otherwise, mayhem will ensue. Coloring sheets, books, finger plays, and songs are perfect activities for transition times because they are simple, and require little to no cleanup.

Cleaning up is one of those valuable life skills all kids need to learn. Therefore, preschoolers should always be responsible for cleaning up their own playthings. Before clean up time arrives, give the children a five-minute heads-up so they'll be mentally prepared to stop what they're doing to clean up their toys.

Outdoor Play

Outdoor play develops kids' large muscles, relieves stress, and gives them the chance to engage in some heart healthy exercise. The preschool class schedule should allow kids at least 45 minutes of outdoor play every day. Teachers can plan indoor games and activities for those times when the weather is not conducive for outdoor play.

Meals and Snacks

Preschoolers need at least 30 minutes to eat lunch and 15 minutes to enjoy a snack. Never rush kids when they're eating, if they need more time, give it to them.

Naptime

Most preschoolers who attend daycare are early risers. And they spend large portions of their days inside of the classroom learning and growing. Part of helping Certificate in Pre School Administration & Management

them rejuvenate is giving them the chance to rest for at least two hours each day. Never force children to go to sleep, but encourage them to rest quietly during naptimes.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am	Assembly	Assembly	Assembly	Assembly	Assembly
8.45am	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
9.15am	Calendar Activity (Language / Number/ Science)				
9.45am	Short break				
10.00am	Motor skills (Fine				

	/Gross)				
10.30am	Motor skills (Fine /Gross)				
11.00am	Long break/ nap time				
11.30am	Art work / games / role play/Music				

Using a schedule helps kids feel secure, and reduces chaos in the preschool classroom. However, when working with young kids, one never knows what to expect, so allow plenty of flexibility in the preschool classroom schedule. This is fact that an administrator as well as a pre-school teacher should keep in mind.

Phase 4

The Educator:

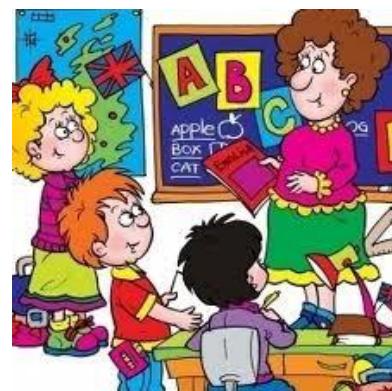
The head of the preschool - the dynamic leader

- **Educators- teachers who shape the learners**
- **Importance of teacher training in early childhood education**

The educator plays the pivotal role in shaping the young learners in their development- social, emotional and academic. As a pre-school head there are certain qualities and qualifications that are required to run the school like clock-work machinery, fine tune the institutional logistics. It will also include the recruitment criteria of the staff and their task allocation. The educator needs to know why the teachers need to be trained- apart from helping in the school procedure; it also helps to convince the parents as they feel assured that their wards are in safe custody.

The head of the preschool - the dynamic leader

Teaching job is a greatly admirable and rewarding career among all white- collar jobs. They mould the mind of children and as well pave the future for tomorrow. In order to retain the position, certain qualifications are considered. The qualification varies from personal qualification to the state educational requirement. There are many people who think that teaching career is an ideal profession to be followed.



It is true that the preschool teachers play an immense important role in the formative years of child learning. Beside passion, a formal technical qualification is ideally required to be a good preschool teacher.

The basic qualification required to be an educator

A bachelor's degree is mandatory from an accredited university or a college. In addition to it a professional certification in preschool teaching is very important. It demands degree/diploma program in early childhood education or pedagogy. An exposure of minimum teaching experience is greatly valued.

Besides the basic qualification, a headmistress/headmaster is greatly honored if she/he has above average qualification, i.e., more than bachelors. A long years of experience is a boon that paves the path of a headmistress/headmaster or a would-be teacher to establish as a head of a preschool.

In many schools they have a preference for master degree to be a teacher. In case a teacher is not a post graduate she/he is recommended to complete it shortly after joining as a teacher. There are several certificate course, diploma and degrees pertaining to pre and primary teacher training course one can opt for.

States too have criteria of passing a state level test in order to join a state level school as a pre primary teacher. The preference criteria to become a teacher vary in different states. So it is a prerequisite to check on the credentials for a teacher before opting for it.

Teachers training certificate is much like an internship that renders a hands on experience in



managing students and controlling class.

The duties and responsibilities of a teacher vary depending on the age group they cater to. From the inception of learning a teacher will help to inculcate good learning and study habits, help children to grasp new concepts and enable children enjoy new concepts of learning in an expressive and interesting way. From very small age kids look up to their teachers as icons and try to copy them in every possible way. Hence it is the responsibility of the teacher to set good ideals before the children and inculcate good values in them. The teacher stands responsible to boost the morale of the children and motivate them to learn.

Headmistress/Headmaster

A Headmistress/headmaster is the Head of a preschool. She/he acts like a guide in the activities of the school. The Head has very important role to perform and execute every day. It consists of daily duties and responsibilities. This is enumerated below.

Definition: A headmistress/headmaster directs the academic and nonacademic activities within the premises of a preschool. Within an education environment a Head plans and implements the daily activities.



Basic Responsibilities of a Head of a Preschool are many.

This requires executing their activities daily.

First of all the Headmistress/Headmaster is the head of an Educational Institution. She/he is the head of not only the children but also of the

teachers. A Head should monitor all the activities within the preschool. Besides, she/he must act as a communicator and co-operator between the activities of the school and the mass at large outside the school. The Head tries to meet the request of the parents, the school board members and the Governmental officials. To this very person parents and public reach out with praise and complains.

Particular area of Duty of a Headmistress/Headmaster. The Head has numerous duties to render and must take an active position in a supervisory rank. The first and foremost duty of a Headmistress/Headmaster of a Preschool is to hire, fire and discipline teachers and staffs of a school. All the staffs including the teaching staffs, non-teaching staffs and the sub- staffs are answerable to the Head on all issues. A Head of a preschool is responsible for interviewing and placement of the staffs in the respective rank and as well firing them.

Recruitment

The recruitment criteria might be varied in various preschools. However the head of a preschool should prefer to follow certain steps to find a well qualified and a good teacher. They should follow certain policy guidelines to choose the best teacher to suit the job. This might as well include education, experience, and knowledge sharing as well as fit into the work place culture and productivity with the other employees.

1. The head of the preschool requires consulting with the others before appointing any managerial staff. A list of quality, education and experience requires to be brainstormed from before appointing any staff. Some preschool might as well require abiding by the instruction given by the state so far as the recruitment is concerned. The schools might not have any written policy to follow. They can follow

their philosophy what they believe in. Like the instructional methods, discipline theory or the community building techniques.

2. An effective advertisement with good key words like preschool teachers, early childhood education professional can be given by the head. The advertisement can be given in an online periodical or a reputed daily of a city. The advertisement must include a brief job description, the educational and certification requirement and the years of experience. It requires to be made sure the process by which the prospective candidates can correspond to submit their resume.

3. The resumes required to be reviewed. The most prospective candidates will have more knowledge on child development. There are many schools preferring maximum school degree. A good degree will enable a teacher with both theory based knowledge and hands –on experience in early childhood education. A candidate with a good Bachelor's will have depth in knowledge and will have several semesters of internship and practical teaching session experience working under several senior level teachers. Preschool teachers with Post Graduation degree or even higher than that will have excellent knowledge on educational practices and human development. They can be asked to show their best of knowledge as directed with the help of current research. In certain states and countries throughout the world teachers with Graduation and Post Graduation receives an extra privilege of instructional licensure or certification.

4. It is preferred to check by the head of a preschool whether the applicant has the adequate amount of exposure to experience or not working with preschool children in an educational atmosphere. This experience is quantifiable and variable. Being a parent, baby sitting many years ago watching young relative is not all about a real-life experience of working in a preschool. A good preschool teacher is preferred to have at least one year or more exposure handling that particular age group of Certificate in Pre School Administration & Management

children for which she/he is appointed to work with. An internship and field exposure with practice teaching experiences is important to an employee's professional preparation. An employment experience with the basic post- secondary or Graduation and plus should be the ideal qualification sought after in a preschool job.

5. If the prospective employee indulges into any recommendations or references, the references can be used to realize the individual's working capacity to work with children as well check on their professional understanding of the early childhood education system.

6. Request can be made for all state-mandate clearances including child abuse and police clearances to check the background of the candidate.

7. The candidate can be asked to come to the preschool for half a day to observe. This will help the individual to understand the preschool atmosphere better and as well enable the school authority to gauge on the ways she/he interacts with the children. A notepad and a pen can be used to jot down the candidates behavior and attitude towards the childcare environment.

8. A candidate applying for job in a preschool should be ideally judged on the following criteria. The understanding of the child development and learning theory, the understanding and respect for other cultures and community, the ability to observe and assess a child's development, knowledge of developmentally appropriate practices, early childhood content areas and ability to act in a professional manner. These can be gauged and observed with the help of observation, sample lesson plan/ curriculum documents.

Retention



Staff retention in early childhood program is a challenging issue. The reasons of staff retention are varied. However some common issues can be dealt over here.

Recruiting, hiring and orienting new staffs can be a full time effort for the administrative head. Time spent on these activities can curb the time from equally important task. Staff turnover can be a troubling for the active staff, families and children.

Researchers say that active staff opines that they have to “pick up the slack” when the teachers leave. They have said that the time spent in orienting new hires is less than it takes time to be involved with the children. The teachers feel that their work is compromised. Children feel sad when their teacher leave. It stresses a child when there is a lack in consistent care giver. Children require developing a warm and stable relationship with the person who knows them. This develops into a bonding process that develops only next to family. Bonding initiates a sense of belonging, self-worth and trust that their needs will be met. The teacher child relationship thus enhances for all types of learning to take place. All of us can look back and remember the feeling of sadness when a favorite teacher left during the school year or a very dear baby sitter has left the job and gone somewhere else to find employment.

We know that early childhood teachers are typically attracted to the various challenges they face while working with the children and the role they play in determining social and mental development of a child. They can understand the low wages and rare benefits. Still the teachers express about the extreme level of job satisfaction. Sometimes these very teachers have objection about the inferior working climate. Some as well feels that their skills are invisible to the family, friends, associates and parents in the program. A child care staff should benefit from support,



respect and flexibility. These qualities require to be realized by the administrators planning for staff retention plan, if a teacher staff doesn't get these facilities they will move on without looking back.

The head of a preschool requires to ponder the resource and time into valued and qualified staff, who are committed for teaching in early childhood program, its mission, the old children and new ones joining into it and the new less experienced and fresher staff joining the industry. It is observed that if a teacher is well treated with, there are fair chances of not leaving the program in favor of increased pay. It is also a challenge to get a qualified teacher as lot of qualified people do not enter this industry as the pay package is less and the preferred criteria is pretty much. Administrators run at a low risk level when selecting from a handful of marginally qualified teacher than selecting the best applicant from a long list of qualified preschool teachers.

A head of a preschool should prefer to look into the four key areas contributing to the staff retention procedure.

- 1) A sense of professional commitment.
- 2) Team building.
- 3) Effective communication among staff, administration and families.
- 4) Appreciation from administration, other staff and families.

The presence of these four factors can mitigate the turnover due to the low wages.

A head of a preschool can encourage retention of staffs by employing some of the strategies.

- 1) A good quality of child care standard is preferred to be maintained.
- 2) A professionally developed support can be encouraged.
- 3) Improved pay and benefits can be offered, like, one-time bonus.
- 4) A flexible, family and friendly schedule can be maintained as a large percentage of mothers working in school have young children.
- 5) A good communication within staff, administration and families can be maintained.
- 6) A strong team building environment can be created.
- 7) In-house and community training opportunities can be created.
- 8) A greater autonomy in lesson plan should be allowed.
- 9) The working hours can be kept under control instead of exploiting them for 10-12 hours regularly.
- 10) Staff incentives and recognition can be arranged for.
- 11) Breaks from work for 10-15 minutes can be arranged for throughout the day
- 12) The daily cleaning and maintenance work requires doing with a hire service.
- 13) A person can be appointed to fill in the bulletin boards, help to prepare meals and snacks as well the wash rooms.
- 14) Monthly or quarterly staff meetings can be held with food, games and prizes.
Always the e-mails and prizes are not effective.
- 15) Collaborative and shared decision making with staff can be effective.
- 16) There can be an open forum for teachers to be heard and validated.
- 17) A suggestion box can be installed.
- 18) The head of a preschool can prefer to be receptive and approachable.
- 19) A clean environment can be maintained.
- 20) A space can be arranged for teachers to use during breaks and planning time.
- 21) An early childhood resource library can be built.

Job Satisfaction

Keeping the teachers motivated and intrinsically satisfied plays an important role in the proprietor's / head of the school's agenda.

The job of a preschool teacher might be stressful, yet reward can be the part of job. Few things like low salary package, often limited benefits etc can be a de-motivating experience and making teaching experience in preschool not so enjoyable.

Often the preschool teachers are as qualified like the senior school teacher. But they are less paid .It is truly difficult at times to make the ends meet .Most of teachers love children and loves to nurture them through early childhood education. The benefits and perks they get are often not satisfactory. Preschool teachers may work in a corporate day care or a small independently owned child care. There are not much differences in both scenarios.

Teaching preschool has become now much like teaching grade school. There is curriculum which a child should know. Like colors, number, use of scissors, proper pencil grasp etc. Some might not be age appropriate. Some schools as well prefer formal education in a preschool level than indulging learning with play. This can be as well stressful for teachers to enable children to learn so many things. Parents are also ambitious to make their children smart. They sometimes have several questions like why their 3 year old child can't hold a pencil properly or write their name. How early the kids can perform all these activities can be quite frustrating, when one knows it is inappropriate for that particular age group.

Sometimes children can be difficult. Many parents don't train them well at home; instead they send them to school. A spoilt kid at home can be equally spoilt at school.

Dealing with such challenges might as well seem difficult to handle at times with the full class when at times there is no support from the directors and the supervisors. They can be into such activities like hitting, biting etc. Such situations can be equally stressful. If the situation worsens it can be on the verge of leaving jobs.

The best part of pre and primary teaching is that a child can be influenced at every age. A teacher can instill lifetime love for learning and school. Seeing children imbibed with love and appreciation for learning and school is also a great success in job. Every successful child gives a positive feeling to the teacher. With many successful children a teacher experiences lot of success. Probably here lies the secret of job satisfaction.

The good over shadows the bad. The people who are dissatisfied with the positivity can't last in a profession. The positives lie within the individual. It may not always be the external satisfaction with high payments, job challenges, rank and position like in any big jobs. A teacher can find satisfaction internally with child success.

Heading the preschool means keeping these in mind and being a constant source of motivation and encouragement .

Other responsibilities of a head of a preschool

The head of a preschool looks after the payroll specifications of the individual usually by hiring a professional for it. However the Head will resolve any role in regard to payroll.

The Headmistress/headmaster also monitors the educational and



the co-curricular activities of the children in an educational system. They look after the plan of the teachers as well as other activities in the school environment. This ensures whether the children are guided by the right education pattern that renders an all round development of a child. The Head too takes care of the disciplinary action of the student.

Supervising the school also involves the Head with external activities pertaining to academics and co curricular activities. For e.g. if for any program and issue there is requirement for fund raising the Head can involve the business contacts and advertisers for contributions and sponsorship.

The head of a preschool must be aware of the current law and order and must keep track of the rules how much a school is abiding by it. Everything from top to bottom whether it is regarding administration or co curricular activities comes under the jurisdiction of it. The Head needs to be confident that it needs to be a smooth sailing operation pacing with the rules and regulations of the state.

A Headmistress/headmaster also has big influence with the Government in acquiring grants and funding. He /She knows exactly the areas the school needs development and the best way how to obtain the Government facilities.

The ideal traits of a Headmistress/headmaster. The Head of a preschool holds the key position in a school. She/he is the Director of the all the activities that takes place within the school premises. She/he is the ideally suited person to execute various things regularly. As a Head, a person should possess certain traits.

A Head of a preschool should be a very good leader. **Leadership skill** is an ideal quality in a Head of a preschool as she/he is the supreme head of it. A Head should

be in a position to drive the people working under her/him and children studying in the school in the best possible way. There are many people who look up at the head as guidance and they in turn provide guidance to the subordinates.

Problem solving quality is another trait of a Head as she/he requires doing it in several cases right from the fund raising issues to disciplinary action. A Head who is expert at problem solving ability will find problem solving easier when she/he is into.

Effective communicative skills are another ideal trait a Head should possess. A Headmistress/headmaster is interacting with so many people. It is part of his/her job. It is very important for a Head to know what they want to express as an individual to an individual and how they want to do it. A good Headmistress/headmaster has a good sense of humor wins over the others with communication skills. A good head is sociable and an amicable personality.

Another vital factor is that being a good headmistress/headmaster is that she/he should **enjoy** what he is doing. If a person enjoys the work she/he will perform better. If she/he can't enjoy it they can't perform better.

A Head of a school has an important contribution to make towards the society. In an education settlement they are a leader and a guide. They guide the teacher, student and the staff members in an education environment.

Keeping calm in crisis situation: Any crisis situation , be it a natural calamity or accident related situation. As the head of the institute you need to give directions keeping in perspective the safety factor – be it in the evacuation process or taking the entourage to a safe shelter.

Confrontational Parents

Being head of a preschool a head can confront with difficult parents coming up with various problems. It is preferred to remain calm and composed and **listen** to the issues. Interrupting them can mess up the matter.

There can be **category** of problem that requires to be segregated. If the issues are relating to teaching method, curriculum, school policies and other issues as a head of a school can take up these complains.

The complain can be as well on classroom management plan, homework policy, classroom procedure, then explain parents on the pattern the school works instead of being defensive. Parents can be explained how the school performs to protect every child's right to learn and enjoy school. If the head of a preschool is inviting and personal with parents they will be impressed with the pattern the school works.

The head of a preschool can be **empathetic** validating the parent's feelings, making them realize that as a head one can understand their state of mind. A small issue can be a big issue to the parents.

Taking **responsibility** of the problem can be an effective mode to soothe out the problem. Simply say "It's my responsibility and I'm going to take care of it"

Once the responsibility is taken it is preferred to be ideally **apologized**, even though it might be so that the head of a preschool might see the problem form a different angle.

The conversation can be ended with a promise from the head of a preschool the problem will be taken care of. It requires immediate intervention that **correct action** is taken.

The issue can be **followed up** by intimating the parents. However this time without apologizing.

The parents can be thanked for their reason to come-up, and can be asked to contact the school if they have further concerns.

Medical Emergency

Medical emergencies are life threatening situations arising out of health hazards and sudden injuries. Like bleeding, choking, swallowing, bleeding, cardiac arrest, serious illness, playground accidents any act of violence that requires the immediate medical treatment. The preschool staffs including the head, educators, staffs and the local emergency medical personnel plays a major role in responding to the medical emergencies.



Medical Emergency

The situation requires to be assessed immediately.

The safety of the situation should be assessed.

The examples of danger can be many and it is not limited to electric wire leakage, gas leak, Immediately realizing the adversity situation the public safety servants requires to be intimated. If it is a life threatening situation the public service servants needs to be briefed with the name of the preschool, the address, the landmark location, describing the type of illness and the age of the victim.

The head of the preschool must be briefed with all the details.

Until the help arrives first aid requires to be administered up to the level of training given to the teachers and the staffs.

The victim should be soothed with comfort.

Until and unless the situation is unsafe the victim shouldn't be moved.

Someone should be immediately called for help to retrieve the Automated External Defibrillator (AED) if the victim is not breathing or there is no pulse and should at once begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.

The preschool head

The head needs to call for the immediate medical help and provide the correct information to the responder.

A head requires appointing a staff to meet the emergency medical service responders and show them the way where the sick or the injured is kept. A head needs to send a staff with the first responder along with first aid and AED training to the site.

The head as well assigns a staff to remain with the victim if he/she is shifted to the hospital. If a child of a school is a victim the parents/guardians need to be notified about the situation. This includes the type of sickness or injury, medical care provided and the place where the victim is kept. It requires to be ensured by the head of a preschool that a student /staff medical information from the administrative record is sent to the hospital. The head needs as well to order for maintaining a documentation of the incident. A follow up with the parents /guardians need to be kept.



Pandemic Flu/Contagious Disease

In such cases disease spread from one to one very easily. The preschool needs to enforce illness

exclusion policies for children as well as staff. In case they are sick they should remain at home or will be sent at home. Regular health check up organized by the preschool authority can prevent sickness. If any disease spread like an epidemic the school can be kept closed as necessary.

The preschool can update their websites with all such notifications.

These are certain guidelines to be followed.

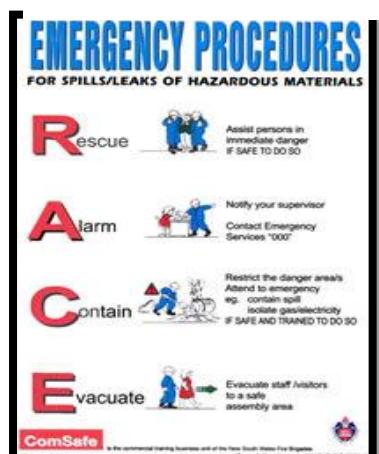
If any children fall sick it is preferred to keep the children home.

In case they fall sick at the preschool a sickroom should be arranged for them. Isolation should also be preferred to be there in a preschool for any contagious disease.



Prefer to teach a child how to use a tissue handkerchief, sleeve or a pinch if a child or a staff sneezes or coughs. Hands need to be washed regularly often after using a tissue or helping a sick child. The local, state websites and news media requires to be monitored keeping in pace with the update about the state information, recommendations and instructions pertaining to the epidemic.

External disturbances-(riots/strikes/shutdown)



External disturbance is of numerous types.

Immediate Actions. If an emergency occurs during a preschool time:

Parents, Guardians and People who are responsible in reaching the child to the school should not take them to the school until the situation is safe.

It might be difficult to contact the preschool over phone or cell phones as it might be disconnected and damaged.

The news bulletin must be followed for the emergency instruction.

During the emergency the information about the schools are communicated through various media modes. The parents try to call up the school, however the school organizing body requests the parents not to call up, but keep the lines free for any



type of emergency connection. Circumstance may also turn up such that the parents are unable to pick their child from schools instead they are instructed to pick them from a different location other

than the usual one.

On the part of the preschool the safety must be considered first priority for the children, teachers and staff. The second consideration is reuniting the parents to the children.

The parents must check out the local media and preschool websites.

In case of any emergency, the general information and situation requires to be shared with the major radio and television stations.

The head of the preschool, teachers and the staffs try to protect life, reduce mental trauma, minimize personal injury and cooperate with the parents and children to run the preschool smoothly and effectively.

Goals.

The primary goal of this plan is:

An effective external disturbance and emergency security plan that look into the safety and welfare of the children and preschools teachers and staffs must be chalked out. The preschool property must also be taken care of. Special care must be sorted for any crisis or a critical situation or any medical emergency.

The teachers and staff members need special training to combat any external disturbance situation or natural calamity cropping up.

The parents must also be informed about the process, policies, and guidelines during external disturbance situation or emergency cropping up.



Scope.

As per the External Disturbances and Emergency Management Plans preschool divides them up into two categories. Critical Incident and Emergency Incident.

Critical Incidents needs immediate response by public safety agencies. The school authority manages until the public safety officials arrive. It includes incidents like riots, strikes and shutdown.

Acts of violence will also require the involvement of law enforcement.

A critical situation of external disturbance or a medical emergency can vary with its extent and depth of intensity. The situation can vastly range from a common problem to a fatal issue affecting the reputation of the school.

The role of a head of a preschool

The time of occurrence of the external disturbance plays an important role. If the head is not aware, it requires the head to be informed immediately with the present scenario.

She/he needs to immediately inform the other staff members about it and call for a meeting. She/he will as well distribute the plan of action to be followed next like informing the Police and corresponding with parents immediately. If the kids are at home and on their way to school and the hostile atmosphere prevails the head must inform parents to not send their children to school.

If the kids are at school instead of petrifying them, they must be taken care of. They must be kept in safe rooms, should not be allowed anybody out of the school. For this the head, teachers, staffs and sub staffs requires to be on toes to combat the situation.

Educators- teachers who shape the learners

The subhead shows the highest responsibility of educators towards children. Besides parents teachers have a big role to play in molding and influencing the life of children. At birth a child is just a mould of clay. He /he take the shape of the vessel he/she is put into. The influence as the child learns is various. Home, the school he /she goes to, the peers, the teachers and the environment influences his/her life. Home is the first place the child learns from. The next big influence is the school. The first stepping stone is in the arena of learning is the preschool. This paves the way to the future of a child.

It is a critical need of our society to prepare teachers who are aware of the subject matter understanding the social and emotional requirement of a child. Besides, the other criteria knowledge and skills of the teacher stands as an important ingredient to improve the quality of preschools. Education today is attaining the similar type of importance like business, medicine, media, military etc. Investing in professional development being the number one priority, education renders professionalism to students and teachers as well. Students become professionals in various fields. Education caters to professionalism to teachers to cater to various age groups and at various levels.

The schools of education and educational agencies aim to develop the profession of teaching for teaching the future generation. Such foundation lays importance to teachers.

- Spending more time in teaching preschool children where the direct contact plays a predominant role.

- Guiding students to use technology to find latest information assess its validity and communicate with experts.
- Presenting curriculum which is both rigorous and integrated.
- Understanding the student's mind and emotions and nurturing the learning process. It is about their hearts and minds.

The preschools can be only improved with the right kind of professionally trained teachers and quality supportive learning procedure. Education has grown today by all dynamics. A teacher is responsible to bring about an overall development in a child. Hence a teacher besides teaching should learn constantly as the world has become much knowledge base as well caters to a child's understanding about how to teach improves constantly.



Role of Head and Educators in determining and organizing Effective Childhood Programs and Practices. The different childhood education program is not always effective in bringing about proper learning and development in children. There are several reasons leading to effective growth and development in a

child. Quality teachers, suitable environment, mixing among the right peers and involvement of parents in a right way. It can groom a better individual. Otherwise it can't be a good influence. Long term benefits can be derived from high quality child development curriculum.

The good educators, community members and parents play a major role in planning, organizing and executing early childhood program. A task force of effective educators helps in rendering details of curriculum, evaluation, staff selection, school environment. They are as follows:

- People staffing the early childhood program
- The way the class look
- The modes of grouping the children
- Best modes to group children
- The way the day appears to the children
- The role of parents.

These areas determine the quality of the program. These points lay the foundation in good growth and development in a child.

The parents must be involved into it. Role of community also plays an important role in early childhood program. It seeks to look after the well being of the students in various ways.

- Kids learn best by active, engaged and meaningful process.
- They learn through proper way of development.
- They learn best in an early child like environment that is ideally suited for the age and stage of development
- In classroom a daily routine teaches a child.
- A sense of community teaches a school.
- The kids in early childhood program perform best that values and emphasizes continuity.

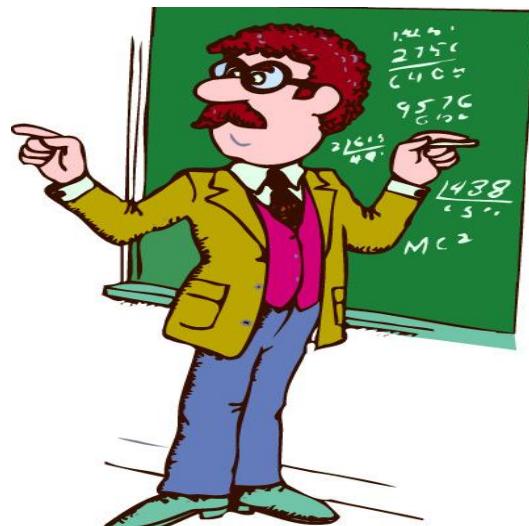
- Young learners benefit with transition from preschool to primary school.
- The kids learn best from the teachers while reciprocating with them.

An effective early childhood program **should emphasize the following five factors.**

Good educators, perfect environment, correct peer mix, consistent schedule and involvement of parents.

The first and foremost important factor for an effective childhood program is a **Good Educator**. It is preferred that the people working with children should have an education background with Early Childhood. The course emphasizes on child learning and developmental phases and involvement of parents into it. It also introduces that administrators and educators involved in supervising young children.

The teachers must learn to interact with children and their families. If they are unable to do it somehow their expertise will be limited. The **child-teacher** ratio is an important factor to be considered. If the number of kids is more it is necessary to arrange for adequate number of teachers to take care of them. Other factors like the age group of children catered to, the type of activity the children are engaged in, the inclusion of children with special needs and care also influences the child-teacher ratio. This also initiates the student teacher bonding.



The next factor is **suitable environment** effecting the early childhood program. This includes both indoor and outdoor programs. This enables children to explore and learn. A right kind of environment is created by dividing a large classroom and

arranging with childlike and comfortable furniture. and sitting space for group gathering. They are displayed with manipulative, puzzles and other learning material in the form of games.

The outdoor setting is equally important in early childhood program. Children interact outside by playing, exploration and social interaction. A particular time of the day is allotted for outdoor activities and recess. The time can be as well utilized for physical movement, climbing, playing, digging, planting etc.

The next important factor for effecting childhood program is effective grouping practice. This is actually the **peer mix** done by the teacher within the various age groups. It can be a small or a large group to individuals performing as per the requirement of the class.

The next effective factor for early childhood program is a **daily schedule**. A child feels more at ease with the predictable situation having control of the situation. They feel delighted up with the situation as what is coming up next. Like, 'snacks time comes next.' Or a visitor has come, telling the visitor that 'now we will go outside'. Thus the kids develop a sense of timing as what comes at the beginning of the day, what comes next so on and so forth. It also enables to build a trust in the environment.

The last effective factor in planning effective early childhood program is the involvement of parents. The educator is preferred to be in touch with the parents occasionally inviting them as volunteers in a classroom observation.

GOALS

- Teachers need to have knowledge of child growth and development and necessary skills to teach young children.
- Teachers should provide necessary interaction, monitoring their growth and development and individual planning for each child.
- In the early childhood development children learn according to their own development
- Effective peer group practices enable each child to develop at his/her best.
- From the daily routine children learns regular habits. They as well develop a sense of security from it.
- Besides teachers, parents and families play equal important role in the process of learning in young children.

Plan of action that can be taken. This can be done by the administrators, superintendents and teachers to develop effective programs and practices for kids.

Task force.

- Identify the best areas of practices in the early childhood education.
- Best child hood curriculum needs to be sorted out; individual or peer activity determines various things like how young children learn, continuity, sense of community etc.
- Ensure the teacher/ child ratio is proper.
- It requires to be ensured that the physical environment must be conducive to the learning styles of the young children and helps to develop in all spheres.
- Research on the required need before and after the school care and on the day care during the vacation period of the school.

Administrators and Superintendents.

- They look into such affairs like appointing qualified and adequate professional for the improvement of staff as and when required.
- They observe into daily schedule of the children so that in-depth study can be integrated within a group.
- They try and take adequate care before and after the school and block them with various activities and learning process to reduce the number of people in a child's life.
- They too provide an opportunity for the preschool teachers to discuss about the transition of the kids from one stage to the other.

Teachers.

- Study the theoretical principles of child development and learning.
- Learn to apply those that are developmentally appropriate.
- They teach daily activities with continuity and integrate in-depth study with in a large block of time.
- They encourage young kids with creativity in the classroom atmosphere by making them do a project with user friendly materials and pleasant and supportive environment.
- They help to develop a transition from preschool levels to the primary levels.
- They too encourage parent and family involvement in school.

Implementation Pitfalls. There are many people who have problem with the patterns of individual components like the school routine, the grouping pattern and the staff selecting procedures. People might have difficulty in following the latest

trends from the usual traditional preschool methods to which they are used to. Changes in rescheduling and grouping pattern can be a problem for working parents. They need to be involved in the decision making process with the school to ensure the cooperation of the school in every respect.

The preschool might be extended for long hours with the involvement of parents or teachers round the clock for 12 months. There can be various activities in the school. Here the involvement of teachers with the right kind of commitment and enthusiasm is essential. The teachers and the respective staffs are usually resistant to such changes like in teaching hours, routine, duties, procedures etc for selection and hiring. In order to ensure their participation and cooperation they should be consulted at first when such changes are made.

The change in calendar year might as well require the support staff and sub staff. New positions before and after the school will require clear job description. These changes need to fit into the present job description. Hence the new contract needs to be designed. Transportation is one of the major issues that require changes in grouping and daily scheduling. Individuals responsible for schedules of vehicles need to adjust and be enough caring to reach children home. Or if the children are mishandled they might get scared.

Teaching in classroom requires being developmentally appropriate. Furniture might need change. Child like more modern furniture can be a requirement. Some new equipment may be required and brought in for the development of the children in a better way.

There are people and parents with **differing opinion**. They think such changes in preschool are not desirable. They are contended with their own educational Certificate in Pre School Administration & Management

experience and expect the same for their children. Parents might feel learning through hands on experience is merely fun and bears no significance to learning skills and acquisition for knowledge. Some feels that the rudimentary forms like drill and practice is the ideal method for learning. The idea behind such form of learning is that children requires structured and organized skill like, reading flash cards, solving work books, listening for more time. They often show their concern in extensive practice in reading and writing skills.

Some parents show concern when the preschool predominates in playing the role of the family in providing preschool experience if the school is a full day program. They as well think the school actually encourages both the parents to work outside than give actual family care to the child.

Importance of teacher training in early childhood education

Quality early childhood education helps benefitting a child. Quality engulfs a number of factors like ratio of trained teachers to children, the number of children or the group size and the qualification level of the teaching staff.

One of the proposed ways to improve the quality of early childhood education is to increase the number of qualified, trained and registered early childhood education teaching staff. Registered teaching staff reflects the quality of teaching staff as it ensures the fresh graduate teachers those who have completed the teachers training program. They are supervised and supported through an advice and guidance program. The full registration, maintenance and practice certificates help in acquiring professional knowledge and practice.

The early childhood education renders the maximum benefits must be of high quality. High quality early childhood education means quality interactions and belief between caregivers and children. This happens in teacher-led settings where the teachers are trained with the right kind of qualification and favorable teacher-child ratio. These enables teacher to respond effectively to individual need of children and interest. A proper balance in children to teacher ratio helps to render high quality education and care, personal and dedicated attention for all children and favorable outcome in child development.

Presently there are rules set around teacher to child ratio: if the child is under 2 years, the regulated minimum ratio is 1:5, whereas for rendering services, catering to children two years old and above, the ratio is 1:10.

An early childhood education service is also important for children as they gain the benefits out of it resulting from participation in early childhood education and continues to do it in the future. An indicator of a service's sustainability of early childhood education is the rate of teacher turnover in it.

Services with high teacher turnover are more at risk than few numbers of teachers than the required number of registered teaching staff and of therefore jeopardizing their license. Higher turnover might as well reflect on fundamental problems in the service that might result in teaching staff leaving or make the service less attractive to the parents, resulting in decreased roll size and reduced sustainability.

Teacher turnover has been identified as a major factor hampering the quality of early childhood education program. High turnover undermines the quality in various ways, including disturbances in teacher student relation, the roles and relationships

the teaching staff remaining at the central position. Thus sometimes the program quality is negatively hampered by the turnover.

Besides the teacher turn over, the number and proportion of staff resigning and not moving to another early childhood program also shows how sustainability within the sector is changing. A rise in the loss of teaching staff can affect as well the system-wide sustainability in case there is no gain to balance or if the situation is like this that those who are leaving the job in this sector are considered more experienced than those joining.

Early childhood education is the education imparted to the kids since their formative years of learning. It paves the foundation for the later years of learning. This education is imparted to a child before they join a proper school.

Before a teacher starts teaching in a preschool it are very important to understand the child psychology. They need to be trained and aware in handling children in various ways so it forms the basis on which a child later grows and develops. Any mislead can affect a child. A teacher as well needs to know the various techniques, skills and methodologies to teach children. Teaching preschool children is a difficult task. In order to be a preschool teacher one needs to equip oneself with alike courses of a Pre and primary teachers training course or Nursery teacher training course.

The pre and primary teacher's training course primarily teaches child psychology to the teachers. The course also focuses on the emotional, social and mental growth of children aged between 2-5. A proper preschool teacher training course provides training to a teacher to nurture a child's imaginative skill and help in socialization and make children aware of the environment through their physical senses.

The children of such age group are restless and full of life and energy. Physical activities keep them busy. A pre and primary teachers training course trains a teacher to utilize this energy in a positive way through various group activities like songs, games, dance, drama etc.

Early childhood education program raises the consciousness about the world of a child. As the young kids have low comprehension level and can make little noise at joining schools, teaching pre-school kids means enable them to develop their vocabulary and phonetics enhancing their language skills. The course too teaches



them to be social and interact with each other and know the world in a better way.

Importance for training in early childhood education. Early childhood education is important. It helps to frame the foundation of what a child learns later in life. When a child is 3 years old the learning capacity is at its highest. At this stage a child learns to assimilate information the most. He/she learns alphabets, numbers, vocabulary, shapes and other things at this age. When a child is three years old he can do various activities like throwing ball, feeding himself, riding a bicycle etc.

A preschool teacher and a kindergarten teacher can start learning by teaching alphabets and numbers. A professionally trained teacher can teach better as she/he knows it better how to grasp a child's attention.

Enrolment in pre and primary teacher's training will enable a person to understand the importance of early childhood education. The importance of teaching through various activities like songs and dance is taught in teacher's training program. Creativity in a child is nurtured through story telling sessions. While telling a story if a child is asked to build on it, a child will definitely give it a try.

As a teacher certain developmental stages of a child requires to be kept in mind. When a child is 2 years old he is able to walk alone, at 3, he is able to frame sentences, at 4 a child is able to eat on his own. The teacher can teach various things including things making the child more disciplined. Developing all these skills might require training that a teacher can pick from the pre and primary teachers training course.

The preschool requires being of good standard to realize the importance of early childhood education. In a premium quality preschool a teacher can inculcate these ideals in a child.



Importance of teacher training in early childhood education Children are the future of tomorrow. They need to be equipped with proper skill and knowledge in order to combat with today's competitive world. If the children are rendered with education right from the beginning it will enable them to make a mark and be one amongst ten.

In order to built a career in early childhood education one needs to love kids and develop passion for teaching. Besides, the basic diploma of early childhood education one needs to equip oneself into preschool education training. This will help one to learn the basic skill for childhood education. Every country has a specific demand for teaching. If one sincerely wants to be a teacher she/he needs to equip with the exact course in order to pursue the dream course.

Early childhood education programs have lessons on early childhood and teacher's codes of ethics. The course has the fundamentals on which the teachers are groomed with rights and responsibilities associated with education. In this course certain areas are emphasized. Like care of infants, toddlers and young children.

The course helps to groom an individual teacher with the right kind of skill, knowledge and attitude. This helps the teacher to understand a child in a better way. Every child has a different understanding and learning procedure. They require

individual attention. A teacher learns to effectively communicate with a child it.



Early childhood education training program trains a teacher in the way a child's mind processes knowledge. They as well learn how to teach. In preschool education learning environment plays a dominant role. A teacher requires building a good rapport with both children and parents. Each child is unique as they come from various socio economic backgrounds. A teacher needs to handle him/her accordingly.

All these factors are effectively taught in early childhood education training courses. The course is well defined curriculum with effective learning outcomes. Once the course is complete one can understand the value of the course. It can go up to 3 years depending on the tenure of the course if it is a full time or a part time course.

On successfully completion of course on early childhood training program gives the eligibility to join as teachers in a preschool, kindergarten and play schools. The course even facilitates jobs as a nanny, lecturer, early childhood programmed facilitator or an education administrator. The course is a great way to make quality preschool teachers who paves a strong foundation for kids.

Phase 5

Assessment and Evaluation:

- Why is assessment important?
- What kind of assessment is recommended
- Parent –teacher interaction : importance of constructive feedback

This phase is all about the assessment process in early childhood education and how the continuity helps in the overall development of the child.

Assessment in the pre-school classroom

Assessment is an inseparable part of learning process. There has to be a scope for evaluation so that it can be understood whether learning is taking place. The assessment has to be an ongoing process and while concentrating on the young learners the assessment has to be done in real life situation when they are involved in day to day activities. The teacher should always keep an eye on the kids to have an idea about the skills that need to be improved. The teacher tries to observe closely and they derive a lot of information from their observation which leads them to plan accordingly. For example if a child fails to recall the number 1 to 10 correctly the teacher needs to provide the required chance, material and assistance so that the child is able to perform accurately.



- Why is assessment important?

Evaluation is one of the motivational factors which will let the children know how well they are performing.

Assessment should always be given importance because it will help the teacher to take the decision while teaching them and caring

them. No matter how trivial or how important the decision is, it (the decision) has an impact on the learning outcome of the children. Assessment helps to determine whether the learning goals are being satisfied. Assessment influences the areas like curriculum, grades, advancement, placement etc. Assessment conjures up the questions like whether the teachers are imparting what they are supposed to inculcate, whether the schools can adopt the better way of teaching etc.

We are witnessing huge advancement in all the fields. Now-a-days subjects are not being taught separately, because the schools are embracing the essence of Thematic approach whole heartedly. The basic skills are not enough to meet the demand of the changing needs. So to cope up with the latest scenario the children should be equipped with all the necessary skills. The children should be groomed in such a way so that they can think independently and critically. Their analytical mind should be nurtured from the early childhood.

We can list a few points for the importance of assessment

1. Assessment has to be beneficial for the young learners.
2. The purpose of the assessment has to be identified and it needs to be tailored to fulfill the purpose. Assessment, which is framed to cater to one particular purpose, may not be sufficient to meet the requirement of the other purpose.
3. Validity and reliability are vital characteristics of assessment. The policy of assessment should be planned in such a way so that it can recognize the validity and reliability. However it is difficult to assess the cognitive development of the toddlers because gathering the valid and reliable data (from the children between the age group of 2 to 6) is a mammoth task. Therefore few kind of assessment can be conducted after the children reach to a certain age.
4. Assessment must be age appropriate. While assessing the young learners the teacher should cover the entire range of the early development and learning (development of

emotional, social, language, motor etc). Young learners are not capable of absorbing the abstract concept. So they need to be provided with familiar and concrete concept to exude their skills.

5. Both teachers and parents share an equal responsibility of providing assessment information of the children. The parents should let the teachers know about the progress of their children. The result of the assessment should always be made available to the parents. The parents should assist the teachers by planning the activities in such a way so that the children can relate.
6. Policies should be designed about what is suitable and what is not suitable for the kids.
7. The teacher should decide how far the programs and the services they offer to the children are suitable and beneficial for the children.

The role of the teachers

The teachers should be indulged in designing the course content that will be assessed, planning the reasons behind the assessment, etc.

1. The teachers should identify the requirements, abilities and skills of the children
2. The teachers need to set the goals and should prepare the lesson plan and activities accordingly.
3. Classroom layout can be changed (if required)
4. The teachers should select appropriate materials
5. They need to plan the way they will be implementing the activities
6. The achievement and the development of the children should be informed to the parents
7. The learning and teaching process should be considered
8. The individual requirements of the child should be responded

Purpose

- a. Assessment highlights the area that a child knows
- b. It ascertains the special need and requirement of the children.
- c. Assessment helps the teachers to incorporate the necessary elements in the curriculum to respond to the needs of the children.
- d. Assessment figures out the area of interest of the children.

Assessment points out the knowledge and performance base of the students. It also identifies the requirement and needs of the students and that eventually sheds light on what need to be taught to them. It helps the teachers to analyze what performance exhibits knowledge, mastery and understanding. It allows the teachers to know the teaching approaches and methods that will be most effective. The teachers will also be able to know whether any information is to be inserted or deleted. They will also get to know whether the teachers are imparting the right concepts at the right time. They will identify whether the teachers are going to cover the entire syllabus comfortably.



Assessment will reveal the learning of the students, whether they can apply the new skills in the real life situation. Learning will be most effective when the children are capable of using the knowledge in the authentic situation.

Kind of assessment

Assessment plays a vital role as it throws light on the areas that require attention and the areas of strength as well. Once the teachers are aware of these areas they will be able to focus on the development of the curriculum and the lesson plan as well. The assessment will give importance whether the developments of fine and gross motor skills, hand and eye co-ordination, recognition of colors, number, letters, shapes etc are occurring timely.

Assessment will also enable the teachers to opt for the suitable materials which will accelerate the learning. The review can be the point of discussion between the teacher and parents as well. As far as the writing skill is concerned children start by drawing symbols which look like letters. After that a child manages to write letters, words and finally she/he becomes successful to write a full sentence. A teacher should monitor a child minutely because if a student starts writing words, he/she needs to offer the child the scope to advance to the higher level. This kind of evaluation is authentic evaluation as it takes place in the natural setting.

There are two types of assessment – one is formative and one is summative assessment. The formal assessment and the informal assessment will depend on the method that the teacher is going to abide by.

Method

Assessment for pre-school students has to be continuous because one time evaluation will not be adequate enough to provide the authentic and reliable information. The teachers need to observe the children very closely (on daily basis) while the kids are occupied with various activities to have an idea about the development of the toddlers. Close observation, portfolio, checklist, anecdotal notes etc are some of the ways to keep an eye on the children.

Generally assessment is of two types – informal and formal. Informal assessment does not abide by any standardize rules, regulation, pattern etc or exert any standardize aids unlike formal assessment. Ongoing assessment tends to follow the informal assessment category. All the information regarding the progress of a child stems of ongoing observation and the observation should occur not in school but in home and in community as well. And the responsibility of observation does not lie only on the teachers, parents and caregivers are also eligible to contribute in this process. Context of informal assessment includes well organized observation schedules, informal communication with the kids, rating formats etc, to name a few. These allow the teachers to get hold of the authentic examples of how a child is solving a problem, how she/he is counting the number between 1 to 10, pronouncing the alphabets between A to M, developing motor skills etc.

Preschool Assessment Checklist							
Name: _____	Class: _____						
Date: _____	Assessor: _____						
Red Black	Orange White	Yellow Brown	Green Pink	Blue Gray	Purple		
							
0-5	6-10	11-15	16-20	21-25	26-30		
3 7	5 9	0 8	1 6	4 10	2		
Letter Identification							
A	B	C	D	E	F	G	
H	I	J	K	L	M	N	
O	P	Q	R	S	T	U	
V	W	X	Y	Z			
Sounds							
A	B	C	D	E	F	G	
H	I	J	K	L	M	N	
O	P	Q	R	S	T	U	
V	W	X	Y	Z			
Observations/Follow Up							
<hr/> <hr/>							

Written examination within a stipulated time should be deterred for the very young learners because their fine motor skill is yet to mature to have the grip over pencil. Children of the age group between birth to 8 years are not capable of displaying their knowledge through written assignment. This type of assessment fails to validate few skills like emotional, social, physical development, approached adopted for learning etc. Growth of the children and the development of their skills take place simultaneously. Young learners should be provided with natural setting to display their potential but the criterion should be changed with the development of the children. However the provision of real life situation will accelerate the chance of procuring an accurate and thorough evaluation of the aptitudes of the children.

Teachers, parents, caregivers are assigned to collate the information that is gathered while they are involved in studies, activities, games etc. We should not follow onetime assessment for the young learners. It should be conducted on regular basis to keep a note of the child's development and individual attention is required while assessing the children. Research shows that assessment should not include the areas which are not very familiar to the children.

Role of the parents

The role of the parents in the optimal development of the children is undeniable. The pre-school should engage the parents as much as possible in order to understand the total development of the child. Teachers and parents should work hand in hand to shape up the future of the children. Pre-school children spend a quality time in home under the observation and guidance of the parents. So parents are fortunate enough to witness various activities and functions (in different contexts) done by the children. Their inputs are of great importance. Many parents may not have a fair idea about the assessment procedure and the criterion. The parents should be

explained the importance of evaluation and the significance of their involvement in the process. Families should understand why a child needs to be assessed and what the discovery implies.

Steps for assessment



The methods and instruments for assessment change with the growth of the young learners. As far as the pre-school children are concerned authentic setting should be given priority due to the abilities of the kids. The elementary school limits the scope for real life context for assessment because of the lesser number of opportunities to involve in this kind of assessment.

1. The pre-school teachers should offer the authentic context to the children.
2. Data needs to be gathered on the basis observation and that should be compiled for thrice in a year.
3. Information should spring from the language skill, social skill, thinking, motor skill etc of the children. Parents, teachers, caregivers are supposed to monitor the children intently in order to gather the information.
4. Close observation should be recorded and it should reflect the areas of strength and interest and the areas that demand attention.
5. Specific measures should be designed to identify the disabilities of the children.
6. Individual assessment should be conducted and the information should be collected for both (group and individual) to record the changes.
7. The information which has been gathered should be recorded and that needs to be shared with the parents and with the teachers and principals of the next schools.

With the growing demand of quality education all the parents are eager to get their children enrolled in the pre-school. But there are many families who are not qualified enough to understand the importance of assessment information and this factor needs to be kept in mind while writing the report. The pre-school should offer sufficient time to the parents for review before making any kind of decision for the children.

LINKING ASSESSMENT AND CURRICULUM

The pre-school teachers need to figure out the goals so that the curriculum can be designed accordingly. Assessment is one of the ways which will identify whether the games and activities are aligned with the goal. The information that we derive from assessment is the stepping stone for the curriculum development. The ongoing assessment generates inputs which can be incorporated in the lesson to guide the children to the right direction.

The evaluation of pre-school children should encompass various developments like social, emotional, physical etc. As far as the social development is concerned the teachers need to observe whether the children are keen to participate in the group activity. It should be noted whether the children can get along easily with their peers, cooperate with each other etc. Human beings are social animals and now-a-days we are embracing project work which promotes cooperation. The project work provokes the importance of team work and that should be fostered from the early childhood. In the 21st century most of the children are being brought up in the nuclear family and that deprives them from the love and affection of the grandparents, siblings. They hardly get the opportunity to interact and communicate with others. The responsibility lies on the pre-school to teach them the qualities like

sharing, cooperation, collaboration etc and should keep an eye whether they are imbibing these qualities or not.



The teachers should gauge whether the children are capable of identifying the numbers, colors, shapes, colors, easy and simple words etc. The children can be provided with numbers and alphabets with pictures so that they can learn to associate. We need to assess whether they are familiar with few number of alphabets (for example A to P) and whether they can count from 1 to 10. The kids can be asked to recognize easy

shapes like circle, square etc. Once they succeed in this stage the teachers should offer them the opportunity to advance to the next level. The pre-school teachers should focus on the emotional assessment as well. They should observe whether the children are crying constantly or moving around with a smiling face.

TERM – 1

Physical Development

Finer Motor Development Month 1 Month2 Month3 Month4

Uses pincer grip (adult way of holding pencil /pen)				
Can use a scissor to make snips				
Turns pages of a book – several at a time				
Can complete simple fit together jigsaw				
Can manipulate play dough/clay by rolling it into snakes				
Can control paintbrush to make marks				
Can eat using spoon				
Can thread beads into lace				

Physical Development

Gross Motor Development Month 1 Month2 Month3 Month4

Can move along a path/course by running				
Can balance on one leg				
Can climb onto/off objects without help				
Can kick a ball into a box, net, etc				
Can balance on one leg				
Can walk along a narrow beam				
Can climb up rungs or bars on climbing frame				

Can sit and slide along a wide balance beam				
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Personal Social and Emotional

Development

Month 1 Month2 Month3 Month4

Can communicate within a group of classmates				
Is confident within a familiar environment / situation				
Can share and take turns				
Accepts direction from an adult				
Completes task set by self				
Offers support to other peers during activities				
Expresses feelings such as excitement, joy and wonder during significant events				
Needs adult support to learn about right and wrong				

Language Development

Month 1 Month2 Month3 Month4

Can discuss experiences in a sequence of events e.g. first I went to... then I came home...is going to be used by whom and when				
'Writes' during role play, creating lists, appoints, invitations, etc				
Explores print for the purpose of creating				

a message, greeting, list, etc				
Is aware if he parts of story are missed out, or the words are altered				
Negotiates with others regarding how things are going to be done, who is going to do what and how				
Uses experiences of stories, sings, rhymes and poems to make up their own stories				
Makes up new nonsense words e.g. rhyming nonsense words 'cap, hap,dap,zap'				
Communicate confidently and clearly in a range of situations				

Cognitive Development Month 1 Month2 Month3 Month4

Recites numbers to 20 in order – not always in order				
Can count a group of up to 10 objects				
Can compare a group of objects and identify which has more				
Can copy a simple pattern				
Can match one-one in a complex pattern e.g. 1 star, 2 circles, 2 stars, 1 circle, 1 star, 2 circles...				
Uses appropriate vocabulary to describe shapes and size of objects				

Responds to instructions by placing objects appropriately – in front / behind				
Can find numerals in the environment around him/her				

Creative Development Month 1 Month2 Month3 Month4

Can play imaginatively on own				
Has explored shape and form in the environment				
Has explored a range of 2D activities e.g. drawing, painting, cutting and sticking				
Has awareness that sounds can be changed by altering the way they are made such as : Playing instruments louder or quieter.				
Singing softly or shouting				
Changing the material used e.g. rice or marbles in a shaker.				
Has explored a range of 3D activities e.g. modeling with clay, creating 3D objects using a range of techniques such as gluing, or building with construction toys.				
Responds by moving to a range of stimuli such as voice, clapping, beat of a				

drum.				
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Parents must partake actively in the learning process of their children. Keeping a track in child's progress will help the parents to understand their child in better way. Parents can be provided with this format to mark in the correct column.

Child's behavior at home	Rarely	Sometime	Always
Practices good manners			
Enjoys coming to school			
Enjoys going out to play everyday			
Interacts with children of his/her age			
Takes turns and shares with others			
Takes care of his/her toys and belongings			
Shows interests in browsing through books			
Shows interests in listening to stories			
Likes to do things himself/herself			
Enjoys meal time			

One positive quality in your child _____

His/her favorite activity at home _____

TERM - 2

Physical Development –	Month 1	Month 2	Month 3	Term 2
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Finer Motor Development				
Makes vertical, horizontal and circular strokes with crayons/pencils				
Can use a scissor to cut into pieces				
Turns pages of a book-one at a time				
Can manipulate play dough/clay by shaping with hands				
Can control paintbrush to make marks within a given boundary				
Can eat using spoon				
Copies circle shape				
Can copy lines, patterns, etc				

Physical Development – Gross Motor Development	Month 1	Month 2	Month 3	Term 2
Can move along a path/course by hopping				
Can control body movements to kneel				
Can skip with a rope				
Can move under climbing frame or gym equipment by lying down and sliding				
Can climb on and over boxes,				

benches etc				
Can pedal bicycle				
Can climb up rungs or bars on climbing frame				

Personal Social and emotional Development	Month 1	Month 2	Month3	Term 2
Will contribute ideas to develop activities				
Is confident within a new environment/situation				
Shows interest in the experience of others				
Completes task set by an adult				
Listen to the viewpoint of others				
Shows interest in the family and home experiences of others				
Accepts the rules of the group and class				
Is able to dress/undress self if assisted with fastenings				

Language Development	Month 1	Month 2	Month 3	Term 2
Makes up new nonsense words e.g. rhyming nonsense words 'cap,hap,dap,zap'				
Can discuss feelings, explaining 'why', what, how, when				
Initiates language heard in everyday situations, including language used in television programs, stories, adult conversations				
Responds to what he/she has heard, making comments and asking questions				
Negotiates with regards to their own needs e.g. for a turn in an activity				
Can retell a familiar story following the correct sequence of events				
Can identify and say words that have the same initial sound e.g. ball, bubbles, bus				
Can recognize environmental prints e.g. McDonalds, Bus stop				

Cognitive Development	Month 1	Month2	Month3	Term 2
Recites numbers to 20 in order				
Can count groups of objects beyond 10				
Asks questions : what number is this?				
Can match numerals to groups of objects				
Can copy and continue a simple pattern				
Recognizes pattern in the environment e.g. on clothing, on ornaments, in fabric				
Responds to instructions by placing objects appropriately – Next to / away from				

Creative Development	Month 1	Month 2	Month 3	Term 2
Can follow and repeat a simple rhythm by clapping				
Can play imaginatively as a part of a group				
Has an awareness that sounds can be: Loud or quite Soft or hard Fast or slow				
Has explored position – making decisions about how to use the				

available space and where to place materials e.g. as in collage				
Has explored shape in a range of situations including fitting things together – inset and jigsaw puzzles				
Enjoys moving or dancing to familiar songs or rhymes				

TERM 3

Physical Development – Finer Motor Development	Month 1	Month 2	Month 3	Month 4	Term 3
Turns book pages one at a time					
Copies triangle and other geometric patterns					
Draws a person					
Dresses and undresses without assistance					
Has used a variety of tools during cooking or related activities e.g. – spoon, rolling pin etc					
Can complete complex					

fit together puzzle – 10 + pieces					
Has established handedness – Left/Right					

Physical Development – Gross Motor Development	Month 1	Month 2	Month 3	Month 4	Term 3
Is aware that we need to be healthy in order to work and play effectively					
Shows awareness of spaces, of themselves and others					
Can skip with a rope					
Crawls or slides through a tunnel					
Can control body movements to change speed					
Moves around equipment using hands and feet to hold on					
Is able to travel around, under, over and over and through balancing and					

climbing equipments					
Pedals bicycle					

Personal Social and Emotional Development	Month 1	Month 2	Month 3	Month 4	Term 3
Maintains attention, concentrates and sits quietly when appropriate					
Accepts that other people may have different views to him/her own					
Compares own experiences with those of others and accepts that each of us has different experiences					
Has formed good relationship with adults and classmates					
Joins in group or class discussion					
Has a developing awareness of what is right and what is wrong and can discuss the issue					
Can dress/undress independently					

Language Development	Month 1	Month 2	Month 3	Month 4	Term 3
Sustains attentive listening, responding to what they have heard by relevant comments, questions or actions					
Interacts with others, negotiating plans and activities and taking turns in conversation					
Extends his/her vocabulary, exploring the meaning and sounds of new words					
Retells narratives in the correct sequence, drawing on the language patterns of stories					
Links sounds to letters from their own names					
Has experienced a range of left to right tracking activities					
Attempts writing for various purposes, using features of					

different forms such as lists, stories and instructions					
Attempts to write the letters of their own name					

Cognitive Development	Month 1	Month 2	Month 3	Month 4	Term 3
Is able to say and use number names in order in familiar contexts					
Is able to count reliably up to ten everyday objects					
Uses numerals in everyday activities e.g. role play- shopping list, 2 apples, 3 pears					
Make comparisons in everyday situations e.g. there are more spades than buckets					
Is able to talk about, recognize and recreate simple patterns					
Uses language such as 'circle', 'bigger' to describe the shape and					

size of solid and flat shapes					
Is able to use everyday words to describe position					

Creative Development	Month 1	Month 2	Month 3	Month 4	Term 3
Can accompany a piece of music of singing with an instrument					
Experiments with combining colours, textures and shapes in 2D and 3D work					
Can create something for a specific purpose, for e.g a bag to carry their work home in					
Creates own music using instruments and everyday objects.					
Relates movement to rhythm e.g. march to a drum, run to a shaking tambourine					
Making up new					

words/verses for familiar songs					
Incorporates stories into play with miniature figures, imaginative play and role play					
Expresses and communicates his/her ideas, thoughts and feelings by using a wide range of materials, suitable tools, imaginative and role play movement					

Phase 6: Safety measures

- Importance of infrastructural safety including school -transport safety measures
- Training on disaster management and first aid for teachers and staff
- What to do in case of Earthquake , Tsunami , Floods , Bomb scare and Fire.
- Insurance cover

This phase is all about the safety measures and the hazard anticipation that is so important in the running of an institution .The responsibility of taking on the security for preschoolers is a daunting task and needs meticulous planning at each step.

Importance of infrastructural safety including school -transport safety measures

A pre-school needs to provide a safe environment for the child. As a proprietor or a Manager it is your responsibility to maintain and take note of the health and safety measures in the premises. The staff needs to be aware of potential hazards within the pre-school and the surrounding environment and actively protect children from potential hazards. The aim must be to provide the staff with first aid training. In case of an accident it needs to be notified to the parent/ guardian as soon as possible. Hygiene rules need to be followed with particular care and all staff are aware of how infections can be transmitted. Over all a safe and healthy environment needs to be maintained for the well being of the children.

Before proceeding on the planning of the measures , one needs to be clear about certain terminologies:

Hazard: A hazard is anything that has the potential to cause harm to people, property or the environment. It can be a work material, a piece of equipment or a work method or practice.

Risk: Risk is the likelihood that someone will be harmed by the hazard together with the severity of harm suffered. Risk also depends on the number of people exposed to the hazard.

Controls/control measures: Controls/control measures are the precautions taken to ensure that the risk is eliminated or reduced.

Risk assessment: A risk assessment is concerned with identifying the hazard, then estimating the severity and likelihood of harm.

There are moral, legal and ethical reasons for managing safety, health and welfare at a pre-school. Hazards and risks are present in pre schools, just as in any other workplace. However, pre- schools are a unique environment as the workplace is shared with students, to whom a high duty of care is owed to.

Why manage safety, health and welfare?

A proactive safety, health and welfare management system promotes a safer working environment and results in the avoidance of accidents and incidents. In addition to reducing costs, an effective safety, health and welfare management system ensures that:

- staff absences due to injuries or occupational ill- health are reduced;
- the number of accidents and associated costs are reduced;
- morale is improved in the school for staff and parents/guardians;
- the number and cost of compensation claims are reduced.
- good safety, health and welfare arrangements are in place for staff, students and anyone affected by the work activities of the school;
- teachers and other staff are confident that well planned safety, health and welfare systems are in place when carrying out their responsibilities;
- resources are not wasted; financial priorities can be related to careful risk assessments.

A preschool environment should be safe, above all things, and ensuring safety in a preschool setting encompasses a number of considerations. Follow these guidelines for how to provide a safe environment at preschool.

Hire ample, qualified staff members. You should have enough employees to supervise all of the children in your preschool, and to ensure that all of the areas in the preschool where children congregate are monitored at all times by staff members. Additionally, you should require that your staff is trained in cardiopulmonary resuscitation (CPR), and is certified in first aid.



Check the play area regularly. Toys should be clean, and sanitized at the end of every day. Make sure there are no broken toy pieces, which can be sharp and dangerous.

Keep high traffic areas clear of anything that may

cause preschoolers to trip and fall. For example, clean up spills as soon as they happen, and keep toys that aren't being played with in designated toy bins. **Arrange the classroom in a way that allows you to see all of the children, at all times.** Make sure there are no blind spots where children can get lost from your sight.

If you use cubicles or partition walls, configure them in a way that allows you to see around them from as many angles as possible. For example, it is better to put a partition wall at a right angle to a perimeter wall than it is to put 2 partitions walls at right angles to each other in the center of the room.

Set up play areas in the center of the room.

Arrange chairs, desks and work tables in circles.



Adhere to food safety guidelines. When it comes to preparing, storing and serving food, there are a number of precautions you should take to ensure daycare safety.

Safeguard the outdoor play area.

Ground covering must be soft to cushion falls.

The height of swings, slides and other playground equipment must be a safe distance from the ground.

There should be no bolts, nuts, screws or other fasteners protruding from the playground equipment in a way that could potentially harm children.

Openings must be large enough to ensure that body parts cannot get trapped. A standard rule is to make sure there are no openings between 3.5 inches (8.4 cm) and 9 inches (21.6 cm) wide.

Space play equipment at least 12 feet (3.7 m) apart.



Clear traffic areas of tripping hazards. Examples of tripping hazards include tree branches, boulders, sudden shifts in elevation and tree stumps.

Check playground equipment regularly for ease of operation and structural integrity.

Elevated platforms should have guard rails.

Encircle the playground with a tall safety fence, and make sure any gates leading to the outside are locked.

Keep chemicals locked away from children. In a preschool environment, cleaners, insecticides, first aid solutions, medications and all other toxic substances should be kept in a high, flame-resistant and safety-locked cabinet.



Inspect for environmental hazards regularly. Common environmental safety issues include water impurities, lead-based paint, mercury, asbestos, waste management and indoor air pollutants like mold/mildew, carbon monoxide, tobacco smoke, allergens and dust. Call the appropriate authorities to the premises to test for environmental hazards before allowing children to enter the preschool environment, and place applicable electronic detectors throughout the facility.



Have emergency plans in place. Conduct fire and natural disaster drills on a regular basis to ensure that everyone at the preschool is familiar with the proper procedures for handling emergency situations.



Create rules. Rule lists can be used in a variety of ways to promote a safe environment at preschool.

Post school rules clearly where are preschoolers can see them, and be sure to address them on a regular basis so that the children are familiar with them. For example, rules like "keep your hands to yourself" and "tell the teacher if you have a problem with another student" can help prevent physically harmful arguments in the preschool environment, and rules about washing hands and covering sneezes can help prevent the spread of illness.

Establish a set of rules for picking up and dropping off preschoolers. For example, you may require parents to provide photo IDs, fill out forms for other parties they wish to pick up their children, sign in and out, stay inside a pickup zone during pickup time and/or call ahead of time if the pickup method is to temporarily change.

As a school proprietor ensure that the transport that is a part of your school is well maintained and undergo technical checks. The transportation should be of standard size and should have adequate number of seats. The drivers should hold valid license and are physically fit. Apart from that the helpers in the bus need to be understanding the loading and unloading process of the children , maintain security procedures and have knowledge of first –aid.

There may be random drug and alcohol testing and driving record checks to ensure that the children are in safe hands.

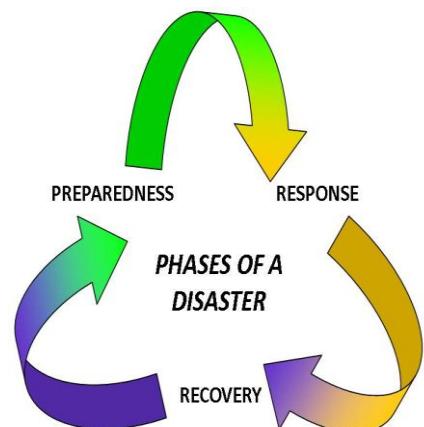
Training on disaster management and first aid for teachers and staff

Preparing for untoward situation and disasters must be in the list of action while opening a pre-school.

Anticipating the disaster is half the battle won, because it means you are prepared when the casualty happens.

Disasters actually result from three (3) types -- or combinations -- of incidents, caused by:

1. Natural or cataclysmic events (*e.g., earthquakes, fires, floods and storms*);
2. Human behavior (*e.g., robberies, bomb threats, acts of arson, hostage events or transportation strikes*); and



3. Technological breakdowns (*e.g., power outages, computer crashes and virus attacks*).

Hazard analysis and experience have confirmed that a school may be at risk from numerous hazards, both natural and technological:

- Meteorological Hazard: Hurricanes, Tropical Wave, Tropical Storm, Storm Surge, Flooding, Land Slides, Drought
- Seismic/Volcanic Hazard: Volcanic Eruption, Earthquake, Tsunami [Marine and land based]
- Technological: Fire, Explosion, Hazardous Material Spill, Mass Poisoning, Pollution, Civil Unrest
- Other: Plague, Mass Causality, Epidemic Outbreak, Dam Failure, Office Violence, Terrorism, Bomb Threat/Explosion, Utility Failure

Not all are applicable under the circumstances, but a broad Response Plan is required and at least two people made accountable to execute the plan. Preschools need a plan as they are taking the responsibility of children who cannot think for themselves in emergency situation and need guidance and protection at all times.

The ***Emergency Response Plan*** shall be controlled by the Pre-School/Day Care Head to ensure appropriate updates, changes, and reviews are incorporated in all distributed copies of this plan. A copy of the plan shall be maintained by the following:

- Pre-School/Day Care Head's Office
- Pre-School/Day Care's Staff Room

The following situations needs to be covered in the plan:

- Evacuation Procedures and Process
- Sheltering/Sheltering in Place
- Medical Emergencies
- Natural disaster; hurricane, severe storms
- Earthquakes
- Utility disruption



- Fire/smoke emergencies
- Hazardous materials
- Bomb threat
- Suspicious Articles
- Potentially Violent Situations (riots etc)
- Disgruntled Parents/Guardians, or Parent's/Guardians/Representatives causing disruption
- Hostage Situations
- Missing Child

In the event of an emergency situation, the Pre-School/Day Care Head shall declare an emergency situation and institute the appropriate response actions. In the event that the Head is not available, the next person in authority shall assume the responsibilities of the Headmaster/mistress.

Pre-School/Day Care Head: (name)	Alternate: (name and title)
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In case the premise of the pre-school is leased/rented, the landlord need to be aware of the plan of action in case of an emergency situation.

Training the teachers and staff should be a priority for the proprietor / head of the pre-school. The following plan of action needs a priority while formulating a disaster management plan.

1. Arrange for evacuation locations and transportation away from the Pre-School/Day Care in case the situation demands so.
2. Familiarize all staff with the crisis/emergency response plan and ensure effective implementation.
3. Ensure that the Pre-School/Day Care's practice drill program is implemented and documented at least once in a quarter.
4. Ensure supplies and equipment are present and checked at least monthly.
5. Review each crisis/emergency situation to ensure that proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.
6. Act as team leader in a crisis/emergency situation. Identify the emergency situation and determine the course of action.

The responsibilities of the person Next in Charge are to assist the Head during an emergency, and in the absence of the Head, assume all responsibilities.

1. Become familiar with the Crisis/Emergency Response Plan.

2. Provide complete crisis/emergency response training to employees on a regular basis and updates as necessary. [E.g. First Aid/CPR for Children]
3. Take the lead in planning, implementing, and tracking all training to update and check the accuracy of current crisis/emergency response procedures.
4. Work with the Pre-School/Day Care Head to investigate and evaluate each crisis/emergency situation to prevent repetition of ineffective efforts.
5. See that all injuries and issues are attended to immediately and referred to the Pre-School/Day Care Principal to determine if contact with other authorities is necessary.
6. Coordinate a regular plan of inspection of work areas to detect unsafe conditions and work practices.
7. Act as team leader in a crisis/emergency situation. Identify the emergency situation and determine the course of action.

Employee responsibilities:

1. Notify the Head of emergency situations as they become aware of them.
2. Follow emergency procedures as outlined and directed by the person in charge.
3. Safety and well being of the children in their care.

EMERGENCY NUMBERS, SYSTEMS, AND LOCATIONS

All Emergency Numbers list should be kept at a visible place that can be accessed by all the staff.

All classrooms and common areas should have a floor plan outlining the evacuation route from that location as well as denoting the location of all fire extinguishers (red dots)

In addition to information on the floor plan, complete the following [as applicable] to ensure safety :

SYSTEM	YES	NO	LOCATION
Central Alarm Control Box			
Main Telephone Panel			
Central Sprinkler Shut Off			

Gas [stove] Shut Off			
Emergency Power Source			
Water Shut-Off			

EMERGENCY NOTIFICATION

Introduction

The Pre-School/Day Care response for most emergencies generally involves either sheltering in place or evacuation. The exception to this is providing emergency medical care and use of fire extinguishers for small, localized fires.



Protocol for Notifying Emergency Personnel and Other External Parties. The emergency helpline numbers may vary so the school should ensure that this list has the phone numbers for the enforcement (police), fire brigade, Hospitals and other medical services.

All emergencies shall be reported as follows:

Emergency Event	Initial Notification	Actions
Fire Alarm, Smoke, Noxious/Toxic Fumes	Pull Fire Alarm Call :#	<ul style="list-style-type: none"> Evacuate the Building. Call family
Telephone Bomb Threat to Pre-School/Day Care; Security Issues	Call :#	<ul style="list-style-type: none"> Gather information from caller Evacuate the building.

Once the under Pre-Care Head contact the inform of	Suspicious Item left in the Pre-School/Day Care	Call :#	<ul style="list-style-type: none"> Follow instructions from Security helpline # Evacuate the building.
	Suspicious Package Delivered to the Pre-School/Day Care	Call:#	<ul style="list-style-type: none"> Follow instructions from Security helpline # Evacuate the building.
	Medical Emergencies	Call :#	<ul style="list-style-type: none"> Follow instructions from helpline # Call family
	Security Incidents (Intrusion alarm, disgruntled person, break-in, etc.)	Call :#	<ul style="list-style-type: none"> Follow instructions from helpline #
	Post Natural Disaster (building unsafe)	Call#	<ul style="list-style-type: none"> Follow instructions from Security # Evacuate the building.

situation is control, the School/Day /Staff shall Family to the

situation and current status.

Signs and Postings

- A floor plan/diagram should be posted in all classroom and common areas indicating the primary and secondary routes for egress from each area. The diagram will also identify the building's shelter locations and evacuation assembly areas.
- Emergency phone numbers shall be prominently displayed by all telephones in the Pre-School/Day Care.

- The Pre-School/Day Care approved safe areas are identified by a placard containing a hand symbol over the door.
- The emergency shut off for the air conditioning system, water supply, and electric service supply shall have a sign placed by the control identifying it as the primary disconnecting/shutoff means. This information will be available in the Director's office.

PRE-SCHOOL/DAY CARE EVACUATION SITES

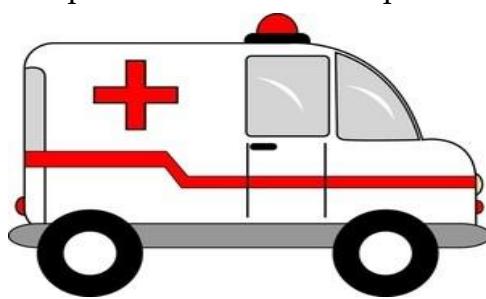
Plans should be well thought out with regard to immediate area threats and more widespread area threats prior to designation.

1. Immediate Area Threat (i.e.: bomb threat, fire, flood, other major building problem, etc.)

Leave the building and gather in the predetermined location. This should be a pre designated safe place within walking distance; consider whether or not the area will be safe in all circumstances, e.g., rain, wind, etc. Seek permission if using a building or area for emergency use and determine if it is always available and suitable.

2. More Widespread Threat (i.e.: evacuation, chemical spill, widespread fire, etc.)

Leave the building, campus and/or neighborhood, pick a safe accessible spot, and seek permission of the owner, manager, principal, etc. The method of transportation should be addressed in anticipation of a situation.



- What method of transport are you using?
- Who is driving?
- If staff are transporting children decide beforehand who will go with him/her?

While it is not recommended that teachers transport children, if the situation arises where children need to be in cars and transported immediately to another location, using staff transportation must be considered and planned for.

3. Mass Ordered Evacuation (i.e.: declaration of emergency)

Leave the building and evacuate to a mass shelter as determined by the state of emergency declared. Emergency personnel will want to know if you need transportation. Know which staff will go with which children to maintain supervision.

Emergency personnel (local police and fire departments) should have a copy of your evacuation plan on file.

Evacuation Areas

- The designated evacuation areas for the Pre-School/Day Care are the farthest points from the building within the fenced outside playgrounds and the Pre-School/Day Care parking areas. If the Pre-School/Day Care Principal in collaboration with the Fire Department determines that the designated evacuation areas do not provide adequate protection for the children, a previously determined alternate evacuation assembly area will be utilized.
- If an evacuation is ordered by the Government, the Commissioner of Police will identify the route and location of the nearest evacuation/emergency shelter.

Evacuation Planning

It is critical to conduct evacuation drills in order for children and staff to understand how to respond in the event of an emergency. Pre-School/Day Cares should hold drills monthly. Two of the drills should be held at naptime. In addition, if the Pre-School/Day Care is open more than twelve hours, two of the drills should be held during off-peak hours, i.e., very early morning and/or during evening hours.

As far as possible the drills should be held in collaboration with the Fire Department.

Sheltering In Place

In the event of a natural emergency, i.e. severe storms, or hazardous airborne chemicals incident outside the Pre-School/Day Care facility, the children and other occupants of the building will shelter in place in the prearranged designated areas as necessary.

All Pre-School/Day Cares should have a plan in place for the following:

- **Evacuation Assembly area within walking distance:**

- **Evacuation area at a distance for secured evacuation:**
- **Evacuation away from the Pre-School/Day Care** (name, address, contact person, and telephone number of a facility that agrees to serve as short-term host facility until children are picked up).
 - **Transportation arrangements:**

 - **Shelter (in-place):**

In the event of an emergency requiring an evacuation away from Pre-School/Day Care premises, the Pre-School/Day Care shall coordinate necessary provisions for the transportation and continued care of children until parent/guardian or an authorized individual picks up the child.

Pre-School/Day Care Accountability Process

In the event of an evacuation, if it is available, the Evacuation Chief will take a printout of the children and employees logged into the Pre-School/Day Care and a list of the visitors in the building. These lists will be taken to the designated assembly areas and attendance will be taken.

The Evacuation Chief will notify appropriate authorities; i.e., Fire Department, Police Department, Security, of the results and report any missing children, staff or visitors, providing information as to possible locations.

Procedures at Evacuation Location Site

There are 5 essential jobs during a Pre-School/Day Care evacuation (assume responsibilities if possible during an emergency):

1. Evacuation in-charge
2. First Aid
3. Communications
4. Play space operations
5. Child pick-up point

Before an emergency occurs, a person and alternate should be assigned to each of these jobs.

Pre-evacuation duties:

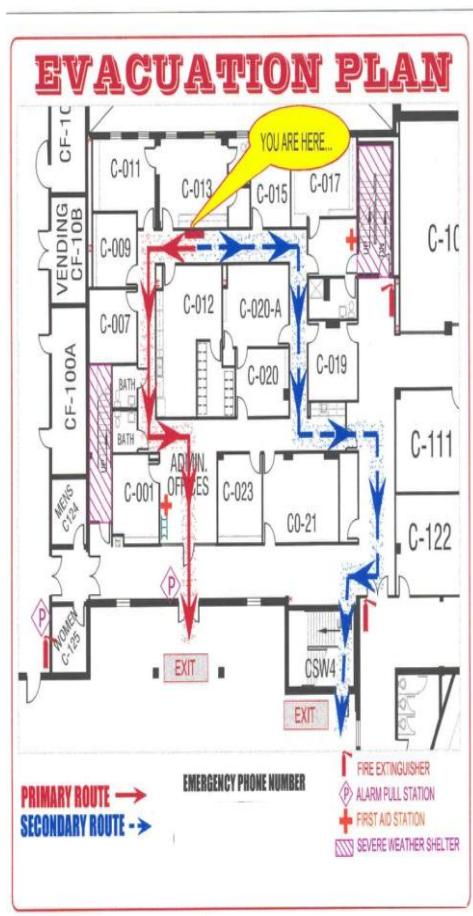
- To assure evacuation assembly areas and routes are posted in all areas.
- Ensure that all assigned employees are knowledgeable of how, when, and where to evacuate when necessary.

Evacuation duties:

The following measures should be taken

during an evacuation:

1. Make sure all children are accounted for.
2. Determine the safest location for continued operations until children can be picked up and the safest path for all staff and children to get there.
3. Activate the parent/guardian pick-up point assignment. This should be the best location away from the play space areas and first aid station.
4. Check attendance and compile an accurate attendance list. Use list during evacuation and take it along during transport to host facility.
5. Transport all necessary medications, supplies, records, emergency numbers, and cell phone.
6. Confirm required transportation resources and arrival time.
7. Determine host facility based on situation.
8. Pre-determined assembly area nearby requiring short walk or transportation.
9. Contact host facility with estimated time for arrival of children and staff.
10. Make arrangements for support of children at host facility until reunited with families or return to evacuated facility.



END OF PROCEDURE

The 2nd in charge's list of duties

The 2nd in charge's primary responsibility is to ensure that all Pre-School/Day Care occupants assigned to their area are evacuated when necessary and accountability is reported to the Head (Evacuation Chief).

Pre-evacuation duties:

- To be knowledgeable of the duties of the Evacuation Chief and searchers.
- To have access to a list of all occupants in their area for accountability purposes.
- To ensure all exits are marked, unobstructed, and signs are lit (if applicable).
- To check that all evacuation signs are posted and are accurate.

Evacuation duties:

- Maintain order during the evacuation.
- Ensure the searchers perform their duties as assigned.
- Provide accountability for all occupants in their assigned areas and report results to the Evacuation Chief.
- Stay with the evacuated group until notified by emergency response personnel.

END OF PROCEDURE

ANY PRE-SCHOOL/DAY CARE EMPLOYEES

Any Pre-School/Day Care employees other than the Head and the Deputy are responsible for ensuring that all occupants in their assigned areas safely and properly evacuate to their designated assembly areas.

Pre-evacuation duties:

- Pre-plan all areas that require searching in the event of an emergency; i.e., restrooms, closets, structures on playground areas, etc.
- Be knowledgeable of the responsibilities of searchers.

Evacuation duties:

- Upon notification of an evacuation, all employees should begin assisting with the orderly evacuation of occupants.
- A staff member from each classroom should conduct a thorough search of assigned areas when occupants have evacuated, reporting findings to the

Evacuation Chief for their area. Where possible, employees not assigned to a classroom should be assigned this responsibility.

- Assist the Principal and Deputy Principal as necessary.

END OF PROCEDURE

FIRST AID ASSIGNMENT

Pre-evacuation duties:

- Ensure that personnel are update with First Aid / CPR for children including infants.

Evacuation duties:

- Administer First Aid as necessary



END OF PROCEDURE

COMMUNICATIONS ASSIGNMENT

1. Check with Evacuation In Charge (Chief) about exact info to give to families when calling (emphasis should be placed on the child's condition and the pick-up location).
2. Locate nearest phone and collect the emergency information from the Evacuation In charge (Chief) with family phone numbers.
3. Discuss with the Evacuation In charge (Chief), the exact wording to offer families whose children have been injured in some way by the event.
4. Report back to Evacuation In charge (Chief) with updates, needs, and problems during his/her rounds.

END OF PROCEDURE

PLAY SPACE ASSIGNMENT

Determine where to set up different groups of children

1. If possible, use blankets, tables, and chairs to define areas.
2. Determine the nearest and safest bathroom and arrange for supervision.
3. Report back to the Evacuation Chief with updates, needs, and problems during his/her rounds.

END OF PROCEDURE PICK-UP ASSIGNMENT

Establish an area away from the primary play area and first aid areas to control access.

1. Collect all the sign-in sheets to monitor family pick-ups.
2. Select a staff member to collect children and bring them to the pick-up point.
3. Report back to the Evacuation Chief with updates, needs, and problems during his/her rounds.

END OF PROCEDURE

What to do in case of Earthquake, Tsunami, Floods, Bomb threat and Fire

Earthquake

Measures: At the first instance of ground shaking instruct loudly, preferably through a public announcement system “Drop, cover and Hold on!” This should have the teacher /staff demonstrating how to do it! When the shaking is over evacuate outdoors, away from the main building.

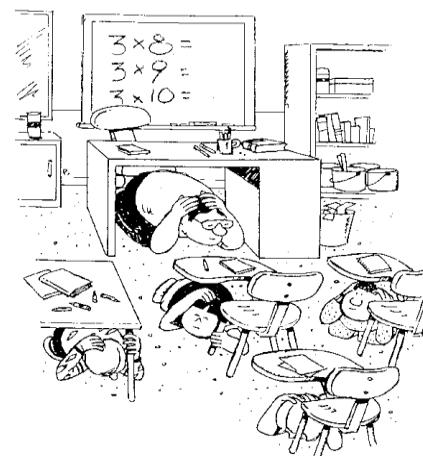
In the classroom the person close to the door should open it widely and if there is an open flame, extinguish it. Switch off all the lights, fans and other electric equipments.

Try to make the children take cover under a sturdy table /chair and keep them away from any heavy furniture that may fall on them. Do not use elevators or lifts if one has to evacuate.

After evacuation in an open space ensure that the children are away from a wall or any other hazardous objects that can cause injury.

During the after-shock the same precautions need to be taken.

After the shaking stops it is time to take stock- the children need a head count first. The injured who need medical assistance need to be attended- first –aid administered and the ones trapped, severely



Understanding Tsunamis

injured need to be made secure, comfortable till medical assistance arrives. Trauma can be prevented by keeping the head and not spreading panic!

Tsunami

Measures: In case of early Tsunami warning you need to evacuate the children to a higher ground and to an open area in case there is ground shaking.

If there is storm along with the Tsunami then all electrical gadgets need to be switched off. Telephones need to be switched off as they are the conductor of electricity. Close all water sources- taps, faucets etc. One should also take precautions against lightning strikes. Switch off TV, computers and other electronic devices and bend the head down and cover the ears. Do not lie down on the floor. In case of lightning strike try CPR. Remember, people struck by lightning does not carry any electric charge, so they can be safely handled to give first aid.

Floods

Slow rising floods:- If you have prior warning, evacuate to a higher area. Protect all records and electronic equipments by storing them away in a safe place.

Sudden severe floods:- Evacuate immediately to higher floors and areas that are at an elevation. Do not use car to leave through the water and do not wade through the water. The children need life jackets/ or devices that help a child to float, if they have to leave through this water.



Bomb threat

The primary consideration must always be the safety of children and staff. For this a pre-planned and organised precautionary procedure is required to maintain the safety and co-ordinate an evacuation in conjunction with the emergency services.

Head of the school, staff and children must be fully briefed on the procedures to be followed.

Any intimation, no matter how vague, that an explosive device has been placed on the school site must be regarded as a threat until investigation and subsequent events prove to the contrary. The threat may be:

- Via the main switchboard
 - Any internal phone with a direct dial facility
 - The police
 - The local press
 - Some other third party
- By letter / electronic means or the physical presence of a suspect letter, parcel or objects.

The time available to deal with such a threat is often short and it is essential that good communications within the school are established immediately. It is also important that every person involved in the incident remains calm and follows the instructions of those designated to deal with the incident and responsible for coordinating any evacuation that may be required.

Method :-

1. To Ignore the threat:

This action will only be decided upon if it is felt that the threat is a hoax, but it should not be adopted unless the Head of the school is absolutely sure that it is a malicious call or prank. **If however, there is some reason of doubt, following an initial investigation, then the decision must be made to evacuate the building.**

2. Immediate evacuation:- There should be a headcount of the children and there should be an immediate evacuation to a safe shelter. There should be an all clear signal given by the Bomb disposal team and only then can normalcy be returned.

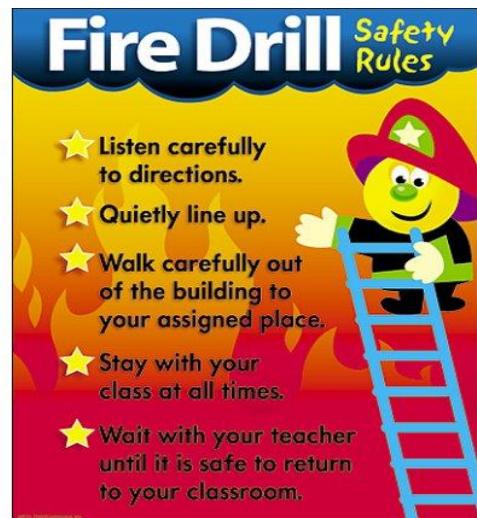


Fire

Prevention is better than cure – so that in case of a real fire the staff knows exactly what to do and how to evacuate safely with minimum loss of lives.

How to Conduct a Fire Drill

1. **Inform the staff in advance.** Informs the staff that there will be a fire drill later in the day/week.
2. **Staff members talk to the children about the drill.** Teachers talk to the children in their classroom about the bell/alarm, rules, and procedures for vacating the building.
3. **Evacuate the building.** When the alarm goes off:
 - **Evacuating Infants and Toddlers first.** Teachers count their children and take attendance sheets with them. No one can stop for any other personal items.
 - **Evacuating All Other Children:** Teachers count their children and leave the building in groups, taking attendance sheets with them. No one can stop for any other personal items. Everyone should go to his or her designated place on the playground or other space. Once outside, teachers recount their children.
 - **The Pre-School/Day Care head** or designee checks bathrooms, closets, and “hiding places” for “lost children” and for possible sources of smoke or fire during a real alarm.
4. **Retrieve files of parent/guardian names and phone numbers.** The Pre-School/Day Care Head retrieves the files of all parent/guardian names and telephone numbers and takes them outside.
5. **Time the drill.** The Pre-School/Day Car Head times how long it took to vacate the building and checks with each group to verify an accurate recount of all persons.



6. **Verify accurate recount of all persons.** The Pre-School/Day Care Head or designee checks with each group to verify an accurate recount of all persons.
7. **Return to the building.** The Pre-School/Day Care Head or designee gives approval to reenter the building. Try to document the drill and keep a record.
 - **In case of actual fire please replicate the procedure.**

Insurance cover

The childcare businesses like play schools and preschools have unique liabilities and need specific types of insurance and particular policies to cover them.

Why does your school need insurance cover?

Even in the best run pre-schools insurance cover is a must, as accidents can happen and problems can arise. Childcare providers of all kinds need insurance to protect them if a child is hurt, an individual makes a claim for injury against them, property or equipment is damaged or a group or its staff are victims of theft.

General Liability Insurance for the pre-school

General Liability Insurance is one of the most common insurance coverage that is often needed in order to do business. GLI protects from lawsuits by third parties, which include parents, patrons, clients, vendors, partner organizations, and other people not employed by your organization.

General Liability Insurance can pay for your legal expenses (lawyer's bills, court costs, witness fees, and others) when a third party sues alleging the following:

- Damages of property.
- Injuries/ accidents

These lawsuits are very common. Let's say a parent is picking up their child on a rainy day. They carry the child out the door, but slip on the slippery sidewalk by the car. The parent cracks their shin against the door, breaking it. The child is dropped and suffers a concussion.

This parent could sue for the injuries they suffered. If they do, General Liability Insurance can pay for the costly legal defense. Without this insurance, you would have to pay for your legal bills as they occur.



General Liability Insurance can keep your school operational even if it is facing a costly lawsuit.

Property Insurance

A Pre-school /Day care center need to protect their building, playground, inventory, supplies, and other property.

Property insurance can reimburse your business for its rented and owned property when it is lost or damaged by

- Fire.
- Theft.
- Vandalism.
- Some weather damage.

Insurers often won't cover all weather events. Some natural disasters, floods, and other hazards won't be included in your policy. What is covered depends on where the institution is and the specifications of the policy.

If the school is in a particularly flood-prone area, you may want to check with our agents about covering this threat to your property.

How does Property Insurance work? When your property is lost or damaged in one of the scenarios listed above, Property Insurance can reimburse your organization for the lost value of the property. In other words, insurance companies may write you a check for the value of the property that is lost or damaged.

Automobile Insurance

This is a must for any transportation vehicle owned by the pre-school or hired by the pre-school for transporting the children from home to school and vice –versa.