



LIST OF SERVICES  
My Baby Nursery School  
Bilingual school

The List of Services is a promotional and informative tool. It is the result of in-depth pedagogical reflection within the nursery, promoting childhood, the family, educators and society.

The List of Services is an agreement between the service providers and those who benefit from them. Its purpose is not only restricted to transparency and information about the service, but also outlines the quality features and standards that differentiate the services offered, as well as the ways in which users can help to ensure that these standards are met. The List of Services aims to develop quality by clarifying objectives, evaluating performance, and communicating with citizens through active, informed participation from the organisation, staff and families. It therefore sets out the criteria relating to the services that parents need to be informed about.

The List of Services has the following aims:

- to provide families with clear information on their rights
- to inform them on procedures for accessing the services
- to indicate the methods of service provision
- to ensure the protection of users by recognising the aims of the Service and checking that they are achieved.

The My Baby nursery school has made its List of Services public, providing information on:

- the organisation managing the service
- the nursery school's organisation
- its methods of operation
- the services provided
- its quality factors and guaranteed quality indicators and standards
- its methods for collecting user satisfaction information
- its participation in the continuous improvement of the service.

In Ticino, the drafting of the List of Services for nursery schools is regulated by the "Directives of the Department of social action and families", see Art. 21 of the Regulation of 20 December 2005 of the Law for the family of 15 September 2003 (RLfam).

*Castel San Pietro, 8 March 2012*





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### **A) Summary of the fundamental aims and principles behind the organisation**

#### **A1) Definitions and aims**

The Medacta for Life Foundation, the founding organisation of the My Baby nursery school, operates across numerous areas, united by a common purpose of working to benefit the interests of future generations.

Through the My Baby Nursery School, available to children aged 0-3 years, it aims to:

- Support families in the care and education of their children, nurturing each child's unique qualities and respecting their dignity and freedom. The developing child is placed at the centre of all educational activity, within which it is essential to know how to understand and interpret the needs of the individual and, based on these, to know how to formulate an adequate response.
- Support the re-entry of women into professional life following maternity leave, offering them the space and time for temporary detachment and the tranquillity necessary for the well-being of both the mother and child.
- Offer a high-quality service in a carefully designed, calm, welcoming environment, which responds to childcare and safety requirements, whilst fostering learning and discovery.
- Be a reliable partner for the cantonal bodies dedicated to the needs of families and young people (Office of support for organisations and activities for families and young people (UFaG)).
- Encourage the professional training and development of all staff (in the trained, untrained and support sectors) who work together on a daily basis towards quality in education, mindful of the fact that they belong to an educational community in which each individual has a share of the responsibility.
- Encourage a "doing, being, knowing" framework in terms of parents' involvement in supporting the nursery school in its provision of childcare.
- Support the continuation of breastfeeding following the mother's return to work and the physical proximity between parents and newborns with infant massage (IAIM).

#### **A2) Pedagogical principles**

The pedagogical approach adopted at the nursery school does not align with one single method, but accepts ideas and philosophies from different schools of thought, reworking their content and translating into practice the most relevant and highly valued aspects within the context of nursery care.

We have conducted in-depth studies of the Loris Malaguzzi approach (with the nursery schools of Reggio Emilia), the Montessori method and the forest schools model: pedagogies in which the child plays an active role in all aspects of their learning.

Together with John Dewey, Maria Montessori is an exponent of pedagogical activism, a school of thought originating at the end of the 19th century which can be summed up by her famous phrase "Help me to do it myself". The key feature of active learning is that children play an active role in the educational process and are not simply passive receivers of adults' actions.



The idea of the competent child, capable of using 100 different languages to express and develop his or her creativity, if allowed to do so, is the foundation of Loris Malaguzzi's approach. The slogan that echoes throughout the Reggio Approach is "the child at the centre".

Italian/English bilingualism through immersion is adopted across the different nursery levels using the "OPOL: one person one language" principle. Learning between the age of 0 and 3 years, which M. Montessori defines as the "Absorbent Mind" period, takes place with no apparent effort. The child learns everything unknowingly, passing gradually from the unconscious to the conscious.

The opportunity to have experiences, to build and use feelings, to explore materials and spaces using the 100 languages that children are equipped with, to listen to different sounds and to build relationships with numerous individuals: these are the conditions that we create in order for the children to express themselves and gain experiences in different ways, giving each child the opportunity to find what they are suited to best. Emphasis is placed on the process of the experience: the final product is not important.

## **B) Information on the facilities, organisation and services provided**

### **B1) Authorisation from the Department of social action and families.**

The nursery school was issued authorisation in the name of director Ellen Metzger on 20 August 2012, subsequently updated on 17 February 2014 and 24 February 2016.  
(Authorisation displayed on the noticeboard at the entrance to the "MyBaby" nursery school)

### **B2) Name and address of the nursery school**

Nursery school: "MyBaby" Nursery School  
Street: alle Zocche - Postcode: 6874 - Town: Castel San Pietro  
Tel: 091/682 99 60 Mobile: 079/363 23 18  
Contact person (director): Ellen Metzger  
Email: metzger@medacta.ch - Mobile: +41.79.363 23 18

### **B3) Name and address of the organisation that the nursery school works for and business structure**

Foundation: Medacta for Life Foundation  
Street: Strada Regina  
Postcode: 6874 - Town: Castel San Pietro  
Tel: +41.91.696 60 60  
Contact person (deputy chair): Dr Maria Luisa Siccardi Tonolli  
Tel: +41.91.696 60 60 Mobile: +41.79.620 11 60

### **B4) Financial status of the nursery school**

The annual financial statement is available at the head office of the Foundation.



## B5) Fees and contract

Fees are fixed and do not vary according to parental income (excluding Medacta employees).

	Opening hours	Monthly Rate	Annual enrolment fee
Subscription A (5 half days)	7.30/9.00 - 13.00	CHF 856.00	CHF 200.00
Subscription A (5 half days)	12.30/13.00 - 18.30	CHF 856.00	CHF 200.00
Subscription B	7.30/9.00 - 16.00	CHF 1070.00	CHF 200.00
Subscription C	7.30/9.00 - 18.30	CHF 1284.00	CHF 200.00
Subscription D (3 half days)	7.30/9.00 - 13.00	CHF 535.00	CHF 200.00
Subscription D (3 half days)	12.30/13.00 - 18.30	CHF 535.00	CHF 200.00

\* The enrolment fee is for one year. This is concluded through completion of the enrolment form and payment of the corresponding amount of CHF 200.00. This fee will not be reimbursed if the child is withdrawn from or does not attend the nursery. The child is only considered enrolled at the Nursery school when the corresponding enrolment amount has been paid.

- The fees include: nappies, creams, bedlinen (sheets and covers), bibs, towels, facecloths, aprons, cloth bags for a change of clothing, washing and cleaning.
- If two or more siblings attend the nursery school at the same time, the second child receives a discount of 20% off their attendance fees.
- An hourly fee of CHF 12.00/hour will be invoiced for each additional hour or part hour over the agreed subscription. Additional hours will be added to the invoice for the following month.
- The fees do not include the cost of meals. The school has its own internal kitchen.

The cost of each meal is CHF 6.00 and it will be included on the invoice for the fees for the following month.

**N.B:** Refund of day-care arrangements costs is one of the support measures provided for by the Family Law and is governed by the Family Allowance Law. This service is aimed at parents who fulfil the legal and financial conditions to receive a childcare or supplementary allowance. In addition, for parents who fulfil the legal but not the financial conditions to receive a childcare allowance, they may receive reimbursement for part of the fees exceeding their available income ([www.iasticino.ch](http://www.iasticino.ch)).

Since 1 September 2017, the Department of Health and Social Welfare (DSS) has supported new family policy acts by introducing individual assistance to families with the aim of encouraging family reconciliation and work and/or training.



Individual assistance is subject to the submission of a copy of the parent's decision to reduce their health insurance premium and a copy of their employer's certificate to the management of the nursery school taking care of the child.

#### **B6) Terms and conditions of attendance, admission criteria**

The nursery school accommodates children from 3 months to 3 years. Any child who turns four years old during the nursery school year may continue to attend until the end of the academic year.

Children may be enrolled at any time during the year, depending on whether there are places available.

The criteria for admission are prioritised as follows:

- children of Medacta International SA employees
- children who attended the previous year
- confirmation of any places agreed with districts or local companies
- single-parent families where the single parent works
- families with both parents working
- education-based selection.

The deadline for the renewal of enrolments of children already attending the nursery school and for new applicants is 30<sup>th</sup> April each year. Once the deadline has passed, the above-mentioned admission criteria will then be followed should one or more place become available during the year.

Upon enrolment, parents will have an informal meeting with the director of the nursery school, with whom they will complete the necessary forms, as well as the enrolment form that will act as a contract.

#### **B7) Documentation required for enrolment**

Once the enrolment of the child at the nursery school is agreed, the director, together with the parents, will read the regulations and complete the enrolment form with the information required for taking care of the child, which must be signed in acceptance.

#### **B8) No. of places available per age bracket and subdivision of groups**

The number of places available are as per the cantonal authorisation displayed on the noticeboard at the entrance to the "MyBaby" nursery school.

#### **B9) Days, opening hours and annual calendar**

The nursery school is open all year, from Monday to Friday, excluding midweek public holidays.

The drop-off and pick-up times at the nursery school are as follows:

- Drop-off time: from 7.30 to 9.00 and from 12.30 to 13.00
- Pick-up time: from 12.30 to 13.00 and from 16.00 to 18.30

The child's individual routine can however be considered, taking into account the nursery school's management potential and requirements.

In respect of both children and staff, the opening and closing times cannot be made earlier or later.

As well as the first two weeks of August for the summer closure, the school is closed during the first week of January and on public holidays. The Foundation offers a 30% discount on fees during the summer closure period only.

In the first few days of September each year, all families are provided with a calendar of the dates on which the nursery is closed.



### **B10) Introduction to the educational team**

Educational staff and support staff responsible for the services work at the nursery school on a permanent basis.

The teachers are employees who within the nursery school pursue the aims of harmonious mental and physical development, child socialisation, and integration of the educational role of the family. Added to this, they are also responsible for your child's hygiene and cleanliness, and for providing them with meals. The teachers are responsible for and available for any educational request relating to the smooth development of your child at the nursery school.

The support staff responsible for the service ensure that the rooms, furniture, and toys are cleaned. At mealtimes, they are responsible for serving the children at the table and assisting the educational staff.

The director has the following responsibilities:

- coordination of the social, pedagogical and recreational activities undertaken at the nursery school
- maintaining contact with the "Medacta for Life" Foundation
- being an integral part of the educational team, directing, organising and monitoring staff activities
- maintaining contact with parents, finalising enrolments and childcare procedures
- overseeing relationships with any communities and other affiliated companies, and with cantonal and federal bodies.

Parents are required to speak directly to the Director for anything they may need, including any time changes, requests, specific agreements, complaints or anything else. Outside working hours, the Director can be contacted by telephone to make an appointment at a later time.

The ratio of teachers to children must facilitate group work and personalised educational relationships. The organisation of the nursery school must ensure the correct operation of the service and guarantee a child-educator ratio that complies with current legislation, taking into account the nursery school's opening hours, working shifts, age of the minors and capacity of the facilities.

### **B11) Indoor and outdoor spaces**

The building used for the MyBaby nursery school is located in Castel San Pietro, near the motorway exit for Chiasso, adjacent to the administrative and manufacturing sites of Medacta International. The nursery school is located in a sunny area, benefiting from a large garden, an orchard and proximity to a small woodland area. It is located on a dead-end street, making it a very quiet area with limited traffic. It also has a car park for parents accompanying their children.

The indoor spaces comply with all legal health and safety requirements. They are bright spaces equipped to foster exploration, independence and a welcoming environment, whilst meeting the health and safety requirements of both teachers and parents.

### **B12) Cancellation**

The contract can be terminated by either party through written cancellation with a notice period of at least 1 month. The parent is nonetheless obliged to pay in full the fees for the current month and the month of termination. The cancellation is only valid when sent by recorded delivery and signed by both parties.



## C) Quality factors and levels

### C1) Spaces

#### C1.1) Layout

- The path from the car park to the entrance consists of a small ramp covered by a canopy with railings on the left. On the left of the ramp there is a planted garden belonging to the nursery school, completely surrounded by a wooden fence with a gate to access it.

- Internally, the nursery school occupies a surface area of approximately 400 m<sup>2</sup> on the ground floor, and another 100 m<sup>2</sup> on the first floor:

the area dedicated to the children in the middle section (12-24 months) is located in the wing on the right (200 m<sup>2</sup>) of the ground floor while the section for the older children (over 24 months) is located in the wing on the left (200 m<sup>2</sup>). The section for babies (3-12 months) is located on the first floor (100 m<sup>2</sup>)

- The section dedicated to nursing infants can accommodate up to a maximum of 10 children aged between 3 and 12 months. It is divided into two sub-areas separated by a movable wall. Each of these has an area dedicated to sleep/rest, a room for waking hours, and a bathroom for nappy changing, hygiene and bodily care. Parents must come directly into this section to drop off and collect their child.

- The section reserved for children aged 12-24 months can accommodate up to 20 children. It is organised into several areas so that the children can spend their day at the nursery school in small groups. There are different play areas, three sleeping areas, two lunch areas, and three bathrooms for hygiene and bodily care.

- The section for children aged 24-36 months is an open space divided into two sub-areas, separated by a movable wall. Each of these consists of an area dedicated to sleep/rest, and areas dedicated to play/activity. There is a bathroom with child-friendly toilets, a changing table, sinks in proportion to the number and height of the children, and several water stations.

#### C1.2) Decor and fittings

The school is equipped with soundproof panels to reduce noise, large windows to let in lots of light, complete with a "spyglass" to look out onto the woodland, selected furniture, games, and books. Fittings vary depending on the chosen programme.

Our decision to use artificial lighting in the rooms is key. We have opted for the use of warm lighting, which does not dazzle the children's eyes but is still clear and bright.

The colour of the lighting has been chosen to suit the specific use of each environment and area. For example, we have chosen stimulating, invigorating colours for the exploration and workshop areas, and soothing colours for the areas designed for resting and relaxing.

For a multi-sensorial experience, we have designed the floors, carpets and walls in different colours, textures and materials.

#### C1.3) Furnishings

- For everyday care, the furniture is designed to be suitable for the children and their needs, but also functional for the teaching staff. All furniture is solid wood with rounded corners and edges. Only non-toxic paint is used. The tables and chairs are designed so that they are the correct height for the children, ensuring that they are able to sit comfortably with protective backrests and side panels. For the purpose of nappy changing time, the school has several changing mats, arranged so that the teaching staff have everything necessary to hand (gloves, creams, nappies, personal towels, any changes of clothes, etc.). There is a sink next to each changing mat to ensure the cleanliness of each child through the use of soap and water. Rugs and cushions scattered in quiet corners ensure that children can always find a space to relax.



- The furnishings for nursing infants consist of mirrors, rugs, structures that allow the child to safely pull themselves up and turn around, baskets of toys, objects for sensory stimulation, sensory wall panels, and music.
- For children aged 12-24 months, we have separated the area for exploration of the body from other environments devoted to practical life activities, reading, heuristic play, quiet time, and the "English" corner, which is equipped with books, objects, flashcards, song books, and an English box.
- The area for older children (from 24 months) is an open space divided into activity areas. The different areas are equipped with different furnishings for the various activities as follows: practical life activities (washing handkerchiefs, bathing dolls, hanging out the laundry, etc.), sensory materials (pouring with differing levels of difficulty, threading, outlining), Montessori sensory materials (pink tower, brown stair, sensory blocks, dressing frames, colour spools, geometric shapes), a botany set, geometric shapes for colouring and drawing around, and the blue box. There is also a space dedicated to dressing up and an "English" corner. There are tables and chairs for activities requiring them, i.e. pouring, painting, clay, cooking and experiments for individual discovery. Materials that children are allowed to access are available in open cabinets, baskets and trays so that everyone can independently choose and replace them. Children are able to direct themselves to suitable activities and share the materials in small groups. There are also materials for building, for playing with dolls, and train tracks.
- The school features a green outdoor area for the youngest children, complete with a sensory trail, a wooden bridge for their first steps, a sandpit, and a wooden train to experiment with the concepts of inside/outside, up/down, over/under. Trees, flowers, grass and earth surround a path that the children can either follow on foot, by crawling, or with a walker.
- My Town is a vast green area, with plants, a rose garden and drinking fountains. Inside there is a large cycle track with tricycles, bicycles, scooters, etc. interspersed with themed buildings, such as a restaurant, mechanic's garage, carpenter's workshop and stable. There is also a small miniature village. Next to this there is a garden cultivated by the children with a special teacher allowing the children to watch their plants and vegetables grow over the changing seasons. There is also a large orchard that the children can play in, filled with apple, persimmon, fig and kiwi trees.

## **C2) Setting up of daily activities**

### **C2.1) Hours**

Individual times and routines are respected for the youngest children (waking up time, sleeping time, feeding time, personal hygiene time) depending on their individual habits.

For the older children (those who have more regular routines) the times for breakfast, lunch, sleeping and snacks at the nursery school are fixed at well-defined times: this routine instils security.

The typical day that follows has been organised in line with the demands of parents and the individual requirements surrounding caring for and playing with the children:

- 7.30 . opening of the nursery school
- . drop-off of the children
- . free choice of activities in the common areas
- . division into separate areas
- 9.30 . fruit snack
- 10.00 . activities by rotation or according to individual interests
- 11.00 . preparation for lunch
- 11.30 . lunch
- 12.15 . bodily care and nappy change





- . reading, relaxation, and songs in preparation for sleep
- 12.30/
- 13.00 . first pick-up/arrival of part-time children
- 13.00 . preparation for sleep
  - . sleep
  - . wake-up depending on individual timings
  - . nappy change
  - . free playtime
- 16.00 . second pick-up
- 16.10 . snack
- 16.30 . activities by rotation or according to individual interests
- 18.00 . tidying up
- 18,15 . nappy change
- 18.30 . last pick-up
  - . closure.

Activities, outings, and projects are reported, notified, and documented: this material is available to parents and displayed on the noticeboard.

### **C2.2) Monitoring of daily activities**

The teaching staff operating in each of the three sections have access to spaces and furniture that ensure they can see the whole group of children at one time.

The teacher's role is to observe and listen, and intervene as little as possible. The teacher observes the child and documents their day for a more in-depth awareness, offering support and safety and asking for the respect of simple rules.

The teacher changes and provides access to materials for the child so that they can act independently and with interest, always employing a considered and targeted approach in terms of the needs of each child.

Each child is integrated into a section and is initially assigned to a key teacher who follows them during the settling in period. There are always several teachers present in any given section at the same time: over time and with the help of the key teacher, children have the freedom to move around the rooms independently and to choose which activity they wish to pursue at different times of the day, regardless of where their key teacher is. The different teachers in each section observe all the children, they document each child's development in an observation book, they exchange between themselves the different aspects that they understand from each child and define individual interventions with a common outlook. Lunchtime, bodily care, sleep and the different activities are carried out by teachers with all children equally in a given section.

### **C2.3) Collaboration between teachers**

Communication and collaboration are the basis of our work.

There is a fortnightly meeting for all members of the team, where we discuss in a collegial nature our choices of methodology, suggest and try to find solutions to problems that have arisen, compare different ideas, set common objectives and develop educational projects which aim to improve the quality of "being" for the children at the nursery school.

The nursery school's director, besides overseeing the educational planning and its implementation, is responsible for the coordination of the facility. She ensures that the internal organisation is efficient, and that there is collaboration, communication and harmony between staff. She deals with daily tasks such as documentation, record-keeping, ordering of educational materials, purchasing of the material required for the successful operation of the nursery school, the pharmacy, the update and training of staff and





replacement of absent staff. IN THIS WAY, THE TEACHING STAFF CAN DEVOTE ALL THEIR TIME TO THE CHILDREN.

#### **C2.4) Health, personal cleanliness and hygiene**

The nursery school has all the child's personal details, as stated on the enrolment form. Parents must report any health and/or growth and mental/physical development problems. By signing the contract, parents declare that they have read and acknowledged the regulations (and therefore also aspects linked to illness/administration of drugs).

The teacher is aware of the child's health conditions: if the child has significant problems (e.g. diabetes, asthma, allergies, birth defects, hereditary diseases, etc.) more in-depth information from the GP is required. Any information received is treated with strict confidentiality.

Parents should be aware that from the moment their child starts to become part of a small group, consisting of many children within a nursery school environment, they are more susceptible to transmissible infections (cold, cough, flu, conjunctivitis, viruses, etc.).

To try to limit these infections, the nursery school is obliged to notify parents thereof as soon as possible. In respect of both children and staff, there are clear rules to be respected in this regard.

The nursery school has a small pharmacy for first aid (disinfectant, plasters, thermometer, cooling gel, arnica gel, calendula extract, sun protection) and it has arrangements with a paediatrician from whom it is able to seek advice.

The teachers do not administer any medication to children unless there is a specific written request from a paediatrician.

The nursery school facilities are clean and tidy. The playrooms, changing mats, toilets, kitchens, tables and chairs, and toys are cleaned and disinfected every day. There are two assistants at the nursery school in charge of general cleaning.

The children's hygiene is taken care of: over the course of the day, there are several nappy changes, and hands are washed regularly. When children are changed, they are washed with water and soap (if necessary). Disposable tissues are used to blow the children's noses.

#### **C2.5) Food and nutrition**

All meals are prepared in the school's internal kitchen.

Nursing infants: mealtimes follow the needs of the babies and the instructions from their parents. Babies are held and fed from a bottle. The teacher makes sure that they have everything to hand so that they do not need to keep getting up.

At around four months of age, in agreement with the family and their paediatrician, solid or semi-solid foods are also given to the baby.

Middle and older children: mealtimes and snack times are set by established schedules that take into account the activities and needs of the children, as well as the organisational activities and needs of the teaching staff and nursery school management.

Weekly menus are displayed on the noticeboards so that families can check them every day. They are also sent to parents' private email addresses.

Lunchtime is an important educational experience. Children take turns to help set the table. The teachers prepare everything that is needed on the trolleys before sitting down. The food is well presented in bowls from which each child eats "a bit of everything". Speaking in quiet voices, being provided with good food, having a good appetite, being polite, and the constant presence of the teacher who does not stand up from her chair are essential elements for mealtimes to go well. At the end of the meal, depending on their ability, each child helps to clear the table, put away the dishes and store away leftover food.





### **C2.6) Clothing and bedlinen**

We ask parents to bring their children to nursery dressed in simple, practical clothes. Cotton clothes, which are easy to put on and take off are preferable. The family must provide a complete change of clothes, consisting of a vest, T-shirt, trousers, jumper and socks.

The nursery school itself will provide change bags, bibs, personal linen and bedlinen and will be responsible for washing, ironing and sanitising them.

### **C2.7) Nappy change**

Nappy change is a private moment between the teacher and the child which should not be done in a hurry, the teacher taking all the time they need.

Everything that is needed is to hand (sink, soap, personal towel, creams, clean nappy, nappy sack). Used nappies are discarded in a suitable container with a lid. The changing mat has a roll of disposable paper to be placed under each baby. After each use, this paper is discarded and the surface below is disinfected. The teachers use disposable gloves whilst changing nappies. Both parties wash their hands.

There are several small child-friendly toilets.

### **C2.8) Sleep**

Each child has their own bed and bedlinen.

Younger children have their own set individual times and lengths for sleep. As children grow up and get closer to two years of age, sleeping hours are reduced: sleep time for everyone is scheduled at around 13.00. It follows a well-defined routine: background music accompanies teachers and children into the sleeping room. In the bedroom, children can choose an item if they would like (teddy bear, comforter, doll, etc.) to help them fall asleep, as well as their dummy.

The teacher monitors their sleep and intervenes as necessary. Nobody is obliged to sleep: children who do not manage to go to sleep are accompanied to a different place and offered a different activity.

### **C2.9) Pick-up and drop-off**

The morning drop-off and afternoon pick-up can be difficult times. The children are accompanied by the parent into their own section. The educator responsible for the drop-off listens carefully to all the information that the parent provides on the night before and the child's general state, which they then write down in the diary together with any other notes. They then pass it on to other teachers in the section.

In the afternoon, when the parent comes to pick up the child, the teacher briefly summarises the day the child has had at the nursery.

### **C2.10) Informal use of language**

Teachers speak to the child using appropriate vocabulary that is "not childish". They speak with a low voice, without shouting and without giving orders. They favour messages given in the first person and communication which has a clear meaning. They check that the message has been understood through active listening and by observing the children's behaviour.



### **C2.11) Interaction between children**

The groups are divided by age bracket (nursing infants 0-12, middle children 12-24, older children +24) and by similarity of interests, style of play, physiological needs and abilities, and emotional needs and abilities. Each group has several key teachers.

The group of nursing infants is separate from the rest of the nursery school: their vulnerability, their need for sleep, food, and calm discovery of the world around them require appropriate time and space. For the other groups, spaces for vertical interaction are scheduled during the day (in the garden, during festive celebrations, in the workshop, during walks, in the afternoons).

The children are invited to move freely within the different spaces. The aim is to work towards sharing, collaboration in a project, respect for others and their diversity: each child has the time necessary to accomplish their own goal.

### **C2.12) Interaction between teacher and child**

The teacher is a close observer and listener. They are a record-keeper: they listen, observe, and rarely intervene. They prepare materials and activities taking into account the interests and development achieved by each child they are caring for. They document and record (with photos, forms, notes) the child's development. They act as a safe haven, a welcoming figure to turn to at times of uncertainty, pain, tiredness or joy.

The teacher never raises their voice and does not make value judgements. During nappy change, meals and sleep time, the teacher creates a special moment with the child, through close personal observation, a look, and a hug.

During quarrels between children, the teacher only intervenes to avoid injury between them (bites, scratches, punches). They observe the dynamics of the conflict, providing, if needed, the help to find a peaceful solution.

Teachers never use physical punishment.

## **C3) Play materials and objects**

### **C3.1) Child-selected activities**

The materials provided are available on shelves or baskets within reach of the children. The quantity of educational support is so as not to cause disorder or overloading of stimuli in the child. Each week the materials are changed so as to keep enthusiasm, interest and the desire for discovery alive.

In each area of the nursery school there is a range of offerings, activities and toys. Each child chooses which of these activities to invest their time in. Children divide themselves independently into small groups through compatibility and then reorganise themselves into different small groups in another room.

We favour objects that allow the children to use them freely and creatively: natural materials, made of wood, fabric, metal, paper, ribbon, buttons, clean recycled objects, natural products, clay, flour, cereal, etc.

### **C3.2) Activities suggested by adults**

Every day, the teachers set up a guided activity, which the children are invited but not obliged to take part in. The activity involves 3/4 of the children at a time: in rotation over the day everyone who wants to can take part in the suggested activity. The guided activity comes under the annual planning, under the common theme which guides the choice of materials, teaching aids, books, fairy tales, songs. The underlying theme is decided at the start of each "school year" and supports the creative, reasoned and essential planning by the nursery school's educational staff.





#### **C4) Involvement of families**

##### **C4.1) Settling in: timing and methods**

Settling in is understood as the period in which the children and their parents are integrated into the nursery school. The child needs an approach that introduces them to new things represented by the new space, people, sounds, smells and colours. To enhance this process, parents are also required to attend the nursery school for a short period, in order to get to know the key teacher and pass on any information regarding their child's habits and familiarities.

Settling in can be organised at any time of the year. There is no rigid requirement for the time requested from the parents to accompany their child whilst they settle in. Instead, this is agreed upon mutually. The relationship, based on the transparency and genuine interest towards the parent and child, contributes to the formation of an authentic and continuous alliance between the nursery school and the family. The time the child spends at the nursery school is gradually increased and the time the parent spends there is gradually reduced.

##### **C4.2) Key teacher**

Each child has a key teacher with whom they establish a special relationship during the settling in phase. They represent a "safe haven" for each child until the child is ready to establish a relationship with other people and other spaces.

Among their tasks is the careful and accurate collection of all the information relating to the child in their care during the settling in period, the timely observation of their stay at the nursery school, and the offering of spaces set up with engaging/interesting materials which support their well-being. They share this information with colleagues working within the same section and with the rest of the team during planning meetings. The key teacher works to ensure that each child feels free and wants to explore the spaces, objects and people around them at the nursery school.

##### **C4.3) Information for parents**

##### **C4.4) Involvement of parents**

##### **C4.5) Roles of family members**

An initial meeting with the parents takes place when they first visit the nursery school: on this occasion we explain the spaces, activities, typical daily routine and settling in period. We respond to questions that they ask, and if possible, we show them the rooms.

At the start of each "school year" we invite parents to take part in an evening event where we present all the educational and non-educational staff who work at the nursery school, the educational project for the year, the main theme for the year, the methodologies adopted, the calendar, and any other matters.

Moments including the Christmas party, the end of year "thankyou celebrations", the rites of passage "First Steps" and "Bye bye nappy", "A special day (day at the nursery school with the parent)" are other enjoyable occasions offering opportunities to spend time together and exchange information.

There are two annual appointments during which the section teaching staff meet individual families to exchange impressions and notes on the child's development.

Photos relating to the activities and well-being of the children at the nursery are regularly displayed on the noticeboard.

The daily diary of each child is available to parents.





Family members are asked to discuss any queries, questions or requests that may arise with the school's management department.

Parents are asked to respect the opening hours of the nursery school.

### **C5) Area for educational staff**

#### **C5.1) Opportunities for professional development**

We subscribe to two specialist childhood journals. The director reads articles and discusses in depth with the whole educational team anything she considers to be particularly interesting at that time. Each teacher is invited to express their own opinion.

Fortnightly meetings take place with all educational staff and the director, the aim of which is to ensure the growth and harmony of the group, and to discuss projects, problems, suggestions and training.

The staff participate in various training courses every year. They may be suggested by the Canton, the director, or they may be arranged by the teachings themselves following an interest or requirement at that moment.

### **D) Mode of interaction between the parents and the school and complaints procedures**

#### **D1) Mode of interaction**

Over two periods of the year, in January and at the end of May, we organise individual meetings between section teaching staff and the individual family. On this occasion, we inform the family of the development processes which we have documented in the period the child has spent at the nursery school and we welcome with interest all information the families wish to provide us with, we respond to questions that are asked and we discuss shared themes and values.

Naturally this does not rule out the possibility of requesting a meeting outside of these times. At the request of the parent to the Director, the Director can organise an interview with the teaching staff at a mutually convenient time.

Parents are invited to participate in life at the MyBaby nursery at various different times throughout the year. At the start of each "school" year we organise an evening where we introduce the calendar, the educational plan and the aims, the common theme for the year, the methodologies used, the type of observations and documentation we use, and the educational and non-educational staff.

The "First Steps" and "Bye bye nappy" are rites of passage where we celebrate with families of the children who have reached these goals. Parents are also invited to take part in training evenings and/or days.

At Christmas, parents are invited to take part in preparation evenings to help decorate the rooms. These are precious moments for the families, providing them with the opportunity to meet others in an calm environment of shared interests. In addition, by working together, we create a context that encourages the informal exchange of information between families and teaching staff, which is important for the well-being of the children at the nursery school.

In June, we hold the end of year "thankyou celebration", an afternoon party for the whole family, offering everyone the opportunity to enjoy an afternoon snack together and to say farewell to the older children who are leaving the nursery school to start the Pre-School.

#### **D2) Appraisal**

The school's management department is open to any criticism, both positive or negative, which parents may want to raise with the nursery school service. These criticisms will be the basis for discussion and review with the educational staff or, if appropriate, with the Foundation.





### **D3) Protection and complaints**

Any minor questions, either from the nursery school or the family, are resolved orally with the section teaching staff.

For more serious issues, the nursery school director must be consulted and, if necessary, the intervention of the Board of the Foundation is requested.

In the event of severe shortcomings according to the Swiss Civil Code or dissatisfaction with the response from the management or managing company of the nursery school, a complaint may be sent to the cantonal authority responsible for vigilance: the Office for support to organisations and activities for families and young people, Viale Officina 6, 6501 Bellinzona, tel. 091/814.71.51.

Castel San Pietro, 8 March 2012

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