



Child care and education plan in Nursery Motýl - Butterfly

1. Identification details:

Name:	Nursery Motýl - Butterfly (hereinafter Nursery)
Founder:	Biology Centre, CAS, v. v. i.
Operating since:	1 November 2013
Registered office:	Branišovská 31, 370 05, České Budějovice
Organisation's ID (IČ):	60077344
Telephone:	+420378775111 – reception +420778412402 – Nursery
Web site:	www.bc.cas.cz
E-mail:	dana.lebedova@bc.cas.cz – Head of the Nursery
Centre's capacity:	12 places for children from 1 year of age Until the beginning of their compulsory school attendance
Number of carers:	4 (totalling 3.5 employments)

2. General description of centre

The Nursery was established in response to the growing number of young, mainly female, researchers at the Biology Centre who wish to juggle career and family. The centre provides daylong or half-day care for and education of the children of the Biology Centre's and University of South Bohemia's staff. The centre admits children from the age of 1 until the beginning of their compulsory school attendance. The centre's total capacity is 12 places. The centre admits children all year round (unless full).

The provider offers services of caring for and educating children at the Nursery in exchange for a partial compensation for the expenses incurred. The child's legal representative remits the payments for the care provided on a monthly basis as specified in the valid price list.



The Nursery is situated at the Biology Centre, CAS, v. v. i. The address is Branišovská 1716/31c, 370 05, České Budějovice. The Nursery is located on the first floor of the dormitory. The Nursery has a wheelchair access.

The premises occupied by the Nursery consist of the play room, kitchenette with diner, separate bedroom, bathroom with toilets and a changing table, changing room for children, sanitary facilities for staff and a stroller room.

3. The Nursery's terms and conditions

3.1. Material equipment:

The Nursery is equipped with furniture, educational aids and toys so that the centre is safe and suitable for the children's age. The Nursery has been designed with an emphasis on cosy and pleasant environment.

The Nursery also features a dedicated outdoor area with climbing frames and a slide. There is also a sand dune nearby, where children love to play.

3.2. Psycho-social conditions:

The Nursery employs 3 full-time carers and 1 half-time carer. In this way the Nursery provides for individual approach to each child and facilitates a harmonious and loving environment.

The main objective of the carers' work is to satisfy the children needs in an affectionate way. **Catering for physiological needs** (sleep, food, drink etc.) simply goes without saying.

It is also vital to give children the feeling of **safety and security**. The Nursery is open to parents who wish to help their children adapt to the new environment sensitively and without haste. They are free to spend as much time with their children at the centre as they need. The centre's regular daily routine also helps children feel secure and safe.

In addition, children must feel that **they are lovingly accepted by the collective** as they are.

The carers never judge or compare children, nor do they lay down conditions. They always strive to prefer cooperation to competition.

The carers treat all children with **respect and esteem** and strive to help children find ways of self-actualisation.

3.3. Diet:

The Nursery provides for snacks compliant with the principles of a healthy diet and containing sufficient quantities of fresh fruits and vegetables. Parents are required to provide for their children's lunch.

Drinking – the children are encouraged to drink sugar-free children's teas or water all day long. Every child can receive another (exceptional) snack whenever they feel hungry.



3.4. Organisation of the day:

Every day progresses according to a uniform routine so that the children feel safe and secure.

The Nursery operates from 7.30am to 4.30pm.

7.30am – 9.30am	– Children's arrival and free play
9.30am – 10am	– Controlled activity
10am – 10.30am	– Hygiene and snack
10.30am – 11.15am	– Preparing to go outdoors and spending time outdoors
11.15am – 11.30am	– Hygiene and preparations for lunch
11.30am – 12pm	– Lunch
12pm – 12.15pm	– Hygiene and preparation for afternoon rest or departure for home; arrival of children with afternoon attendance
12.15pm – 2.15pm	– Rest
2.15pm – 2.15	– Hygiene
2.30pm – 3pm	– Snack
3pm – 4.30pm	– Free play, creative activities (according to the children's interest), reading etc.

4. Educational and learning activities

The activities differ according to the season of the year and public holidays.

The aim of controlled activities is to develop the children's gross and fine motor skills, speech, cognitive functions, imagination and memory.

A typical week includes these main activities:

- Artistic creations – working with playdough and clay, drawing and painting (fine motor skills)
- Musical activities – singing together and playing simple musical instruments (motor skills of the speech organs, perception of melody and rhythm)
- Physical activities – exercises (gross motor skills: balance, flexibility, agility, observation)
- Fairy tale plays – interactive reading, telling stories and fairy tales (development of speech and cognition)
- Baking, cooking and helping – the children help prepare simple meals that they also eat. In this way they develop fine motor skills, hand – eye coordination, thinking, cooperation, patience and speech.

All of the activities above emphasise the very process of creation rather than the perfection of the completed product.

All year round we reinforce basic hygienic habits (washing hands, using the potty and toilet), common table manners and considerate conduct towards each other.



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Functions and meanings of these activities:

Cognitive function – the children learn about the meaning of the important holidays and accompanying traditions. They observe the changes of nature in the course of the year.

Emotional function – the children experience individual seasons and holidays through activities. They perceive the difference between the time of normal days and the time of festivities.

Social function – activities prepared and experienced together with their friends help children perceive the Nursery as a community where every child has her or his place and is always welcome.

Volitional function – enhancing one's own will – effort to complete an activity and experience joy over a job well done – feeling of self-actualisation.

Ethical function – images from stories and joint activities form the children's moral perception and habits which then become parts of their personalities.

Esthetical function – beauty and harmony, festive atmosphere etc. exert a positive influence on the children's emotional development.

The Nursery Motýl – Butterfly Motto: With Mind, Hands and Heart.



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