

EARLY CHILDHOOD EDUCATION AND CARE IN KIRKKONUMMI







Welcome to early childhood education and care in Kirkkonummi!

This guide is an introduction to early childhood education and care and pre-primary education in Kirkkonummi. The guide provides important information on starting and attending early childhood education and care and describes the objectives set for it.

Children have the right to early childhood education and care. Children can receive early childhood education and care at an early education centre, in home-based childcare, or together with their guardian in the open activities organised at residents' parks.

In early childhood education and care, children get to play, exercise, and learn together with other children. Our activities have been designed to ensure that children have a chance to learn new things while their development and well-being are taken care of. We follow Kirkkonummi's local curriculum for early childhood education and care, and the activities are planned and goal-oriented, taking the children's needs into account.

Children begin pre-primary education one year before starting school. We hope that this guide provides you with important information on early childhood education and care.

Welcome to learn more about early childhood education and care in Kirkkonummi!



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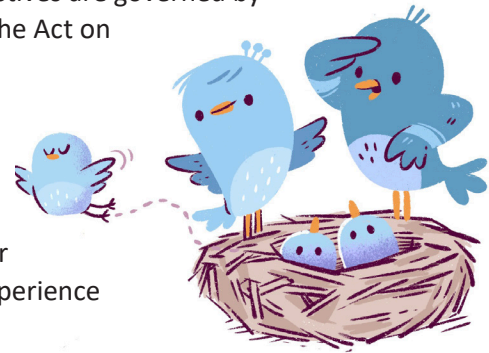




What is the curriculum for early childhood education and care and who it applies to?

Early childhood education and care activities and their objectives are governed by the curriculum for early childhood education and care and the Act on Early Childhood Education and Care.

The Act on Early Childhood Education and Care states that early childhood education and care must be equal for all children. Early childhood education and care must be goal-oriented and provide children with opportunities for activities that are based on play, physical activity, artistic experience and culture.



Kirkkonummi's local curriculum for early childhood education and care can be found in its entirety on the kirkkonummi.fi website.

Children learn things in varying environments, including during outdoor activities and trips. The contents of learning can emerge from play, stories, trips and different kinds of interactive situations. It is the duty of the personnel to ensure that the pedagogical activities promote the development and learning of children of different ages.

In addition to the learning areas, special attention is paid to the development of the child's transversal competence. We will briefly discuss these topics in this guide.

What early childhood education and care services does Kirkkonummi offer?

Early education centres are the most common type of early childhood education and care. Early education centres will have a suitable group for every child, and some centres also provide pre-primary education.

Pre-primary education: Children begin pre-primary education at the age of 6, one year before starting school. Children receive four hours of pre-primary education per day, during school hours. In addition, the child may attend supplementary early childhood education and care provided in the same pre-primary education unit. Pre-primary education is also offered as an outsourced service in private early education centres.

Home-based childcare is care and education provided at the home-based childcare practitioner's home. There are four children in a home-based childcare group.

Residents' parks organise daily activities for young children and their guardians. Guardians can have peer support from other guardians, and children have friends to play with.

Private early childhood education and care: Private early childhood education and care can be provided either at a private early education centre with a service voucher or in home-based childcare with private day care allowance.

Early childhood education and care with extended hours refers to early childhood education and care that extends beyond the standard operating hours of an early education centre (6:00–18:00) due to the guardians' work or studies. Extended hours are provided in Finnish at the Jokirinne early education centre and in Swedish as needed.



Starting early childhood education and care and cooperation with guardians



Both the child and the guardian might feel nervous about starting early childhood education and care. This is why the child's introduction to early childhood education and care is always carefully planned.

Before starting early childhood education and care, an initial discussion is held between the guardian and the teacher of the group. The discussion focuses on planning the child's start in early childhood education and care, and the guardians will have a chance to express their wishes and expectations and inform the teacher about the child's needs. The guardians and the teacher will also discuss the unit's policies and daily routines as well as the supplies the child will need to bring with them.

Introduction begins with a visit by the teacher to the child's home or other setting that feels safe for the child, such as their own yard. This way, the child will already have one familiar adult waiting for them when they first visit the early childhood education and care unit.

The introductory period is planned in accordance with the child's needs. The child can be left at the early education centre or with the home-based childcare practitioner without a guardian once the early childhood education and care agreement has entered into force. The introductory period may last from a few days to a few weeks.

Cooperation with the guardians will continue in the form of daily chats, events and discussions.





Chats and discussions support the smooth running of day-to-day life

Daily chats during drop-off and pick-up

Daily chats are an integral part of cooperation. The daily chat and the communication of important information typically take place when the child is picked up. If you wish to speak with the personnel in more detail, you can always schedule a meeting at a more convenient time.

Electronic communication and information

An electronic communication channel is used for messaging between families and early childhood education and care. The guardians are given the required credentials when the child starts in early childhood education and care. All bulletins and holiday surveys are sent through the electronic communication channel. It is also used to track the child's hours of attendance and absence.

Individual early childhood education and care plan

An individual early childhood education and care plan will be prepared for each child. The plan includes the measures to support the child's growth, development and learning. The guardians and the teacher will meet to discuss the plan at least twice a year.

Parents' evenings and other events

Parents' evenings, whole-family events, theme nights and celebrations are organised throughout the year. These events help build a sense of community and provide guardians with opportunities to make new acquaintances.

Children cannot attend early childhood education and care if they're ill.

The early education centre/home-based childcare practitioner must be informed of the child's illness or other absence from early childhood education and care. If the child falls ill during the day, the guardians will be notified and called to pick up the child as soon as possible.



Drop-off and pick-up

The guardians will drop their children off and pick them up in accordance with the agreed attendance hours. The guardian must accompany the child and make sure that they welcomed by an employee.

When picking up your child, it is important that you greet an employee, as they will need to know that the child has been taken home. Children may not leave early childhood education and care unattended.



Persons other than guardians may pick up the child if the guardian has so agreed with the personnel. The child will only be handed over to their guardian or other person designated in advance.

Holidays

Early childhood education and care services may be scaled down during school holidays. The children's need for early childhood education and care will be surveyed separately in advance in order to plan for the provision of services during school holidays. Families are free to take their holidays even outside school holidays.

Insurance

The children are insured for the duration of their day in early childhood education and care and for the journey between the unit and the child's home. If the child has an accident during the day, the guardians will be notified immediately. A written report is filed on all accidents, based on which an accident report can then be submitted to the insurance company if needed.

Support for growth and learning

The child may need support for their growth and learning at various stages of their development. Children always have the right to experience the joy of learning and be included in a peer group.

We observe the child and speak with their guardians on a daily basis. If needed, we can invite a broad-based special educational needs teacher, social worker and/or psychologist to participate in the discussion. Guardians can also contact a special educational needs teacher in early childhood education and care, social worker or psychologist themselves if they're worried about their child's development, well-being or learning. In pre-primary education, support is provided as a student welfare measure in cooperation with the Western Uusimaa wellbeing services county.

A child may receive general, enhanced or intensive educational support in early childhood education and care or pre-primary education. The arrangement of the child's support is discussed with the guardians as part of the individual early childhood education and care plan discussion.





Towards a sustainable lifestyle through playing and learning

Here in early childhood education and care at Kirkkonummi, we are all growing towards a sustainable lifestyle and comprehensive well-being. For us, a sustainable lifestyle means assuming responsibility for our own well-being, but also that of others and the environment.



Physical activity is important for the child's growth, development and learning. The foundation for a physically active lifestyle is built in early childhood. This is why children are offered various opportunities to move and develop their motor skills every day in early childhood education and care.



Reading helps strengthen the child's linguistic capabilities. Children need language for playing, chatting with friends, expressing their thoughts, and eventually for learning to read and write. The world of books inspires children, introduces them to new things, and helps them calm down with an adult. This is why we read books every day in early childhood education and care.

Exercise, play, and learning in nature foster the child's relation to nature. The forest as an environment offers endless opportunities for playing and learning. Children can rest and relax in hammocks or exercise in nature's very own gym. This is why the children will spend at least one day a week playing and learning in nature.



We can all influence our shared journey towards a sustainable lifestyle through our own actions and choices. Reducing food waste, recycling, repairing broken toys and taking good care of them are small but important actions. All municipal early education centres, residents' parks, and home-based childcare practitioners follow the Vihreä lippu (Green Flag) programme.





Play

Play is a typical way for children to do things, take part and learn. Play creates joy and enthusiasm and helps children learn important skills.

Through playing, the child:

learns social and interpersonal skills

learns linguistic skills

learns self-expression

learns to regulate their emotions

learns to take other people's perspectives into account

gets to experiment with different roles and ideas

This is why we play a lot in early childhood education and care!



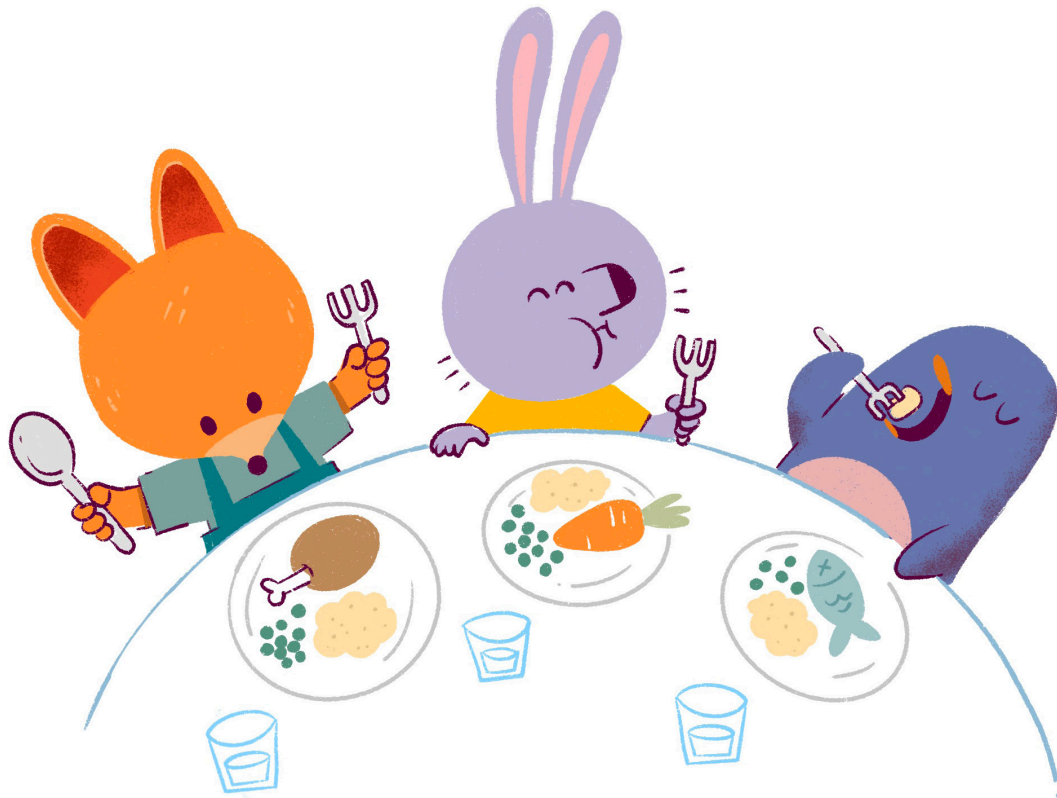
We observe and support the development of the children's play skills. We make sure that everyone is included, and that everyone has a friend to play with. We create opportunities for play by giving the children the possibility to play in peace in smaller groups and by providing them with the space and tools needed to feed imagination and creativity.

We utilise play and playful methods in a goal-oriented manner as part of pedagogical activities. For example, we learn mathematical thinking through games and joint play, and the best way to learn about animal habits is by pretending to be forest animals.





Well-being and a physically active everyday life



Children have the right to well-being as well as a safe day in early childhood education and care. A good day includes both activity and rest, nutritious food, and safe arms where you can stay to be comforted as needed.

The children get to grow up in a community that follows a sustainable lifestyle and takes care of the well-being of the mind and the body, other people, and our shared environment.

We encourage the children to do things themselves and rejoice in their success. We give the children the time and space required for learning. The children get to learn life skills in unhurried dressing situations and during meals.

We encourage the child to try to do things themselves first and ask for help if they need it. The children also get to help each other and experience the joy of helping.



We work to prevent bullying, harassment and violence in a goal-oriented and systematic manner from a very young age. Friendship skills and working in a group, expressing emotions, and understanding diversity are skills that we all learn together. Through safety skills, children learn to respect their own and another person's dignity and body.



We reinforce the children's understanding of the significance of physical activity, nutrition and rest for their own health and well-being. Every day, we talk about how we can take good care of ourselves.

Our goal is to inspire children to engage in versatile physical activity and experience the joy of movement. According to recommendations, children should get three hours of exercise every day, two hours of which should be during the day spent in early childhood education and care. We integrate physical activity in both indoor and outdoor activities. The children are allowed to move and use sports equipment in their play.

The aim of food education is to promote positive attitudes towards food and eating and support versatile and healthy eating habits. Mealtimes are unhurried situations where children have the chance to try new foods in a safe environment. The children will have the opportunity to assess the amount of food they need in an age-appropriate manner.

The child's well-being is promoted by providing opportunities for calming down and resting during the day.

Thinking and learning

The child learns:

by being active

by playing

by exploring

by moving

together with
other children

when they
feel safe

by imitating

from the
environment

through artistic
expression

Learning is a comprehensive process that takes place throughout the day.





Each moment is an opportunity for the child to learn new things. For example, mealtimes, dressing situations, shared activities and play are all opportunities for transversal competence development.

Activities derived from the children's interests will strengthen their active agency and cooperation skills. We expand the children's areas of interest by offering them new learning experiences in the various learning areas.

The learning environments of early childhood education and care are designed to support the child's independent learning. Children have access to opportunities for physical activity, play, and various forms of artistic expression every day. The forest and other local nature are also weekly learning environments.



The environment as a teacher

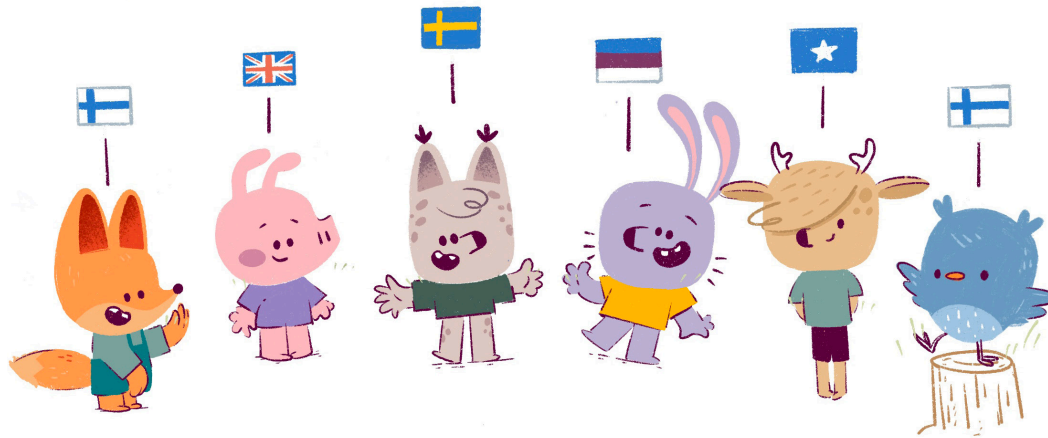
Excursions and exploring the environment are an important part of early childhood education and care. We encourage children to explore and move around both in nature and in the built environment. We spend at least one day a week in nature throughout the year. This fosters the children's relation with nature and helps them learn to act responsibly in their environment on their journey towards a sustainable lifestyle.

We also encourage children to explore and experiment with various tools. Children's personal observations and experiences in various environments support their thinking and learning and help them understand causal relationships.





Cultural competence



Each group has both lively and contemplative children, there are explorers, artists, and adventurers. Every child has the right to be seen and valued as they are. We help children understand diversity and, at the same time, support their individual growth.

Children have the right to take part and be heard in matters concerning them, in accordance with their individual level of development. Being heard is about being valued. The child's thoughts, opinions and questions matter. We make sure that every child is heard, with the help of pictures or friends if needed. We teach children how to respectfully discuss different matters with other people, and together we ensure that everyone has the opportunity to influence.



When starting early childhood education and care, children will come face to face with ways of thinking and acting that might differ from the traditions, operating models, values, and worldviews of their own family. We learn about the local environment and its phenomena with appreciation and through exploration.

The children get to take part in cultural events of the calendar year as well as events related to a specific worldview and, at the same time, become informed of the history of traditions. Guardians, grandparents and other family members are important sources of information when we explore the events that are important for the children's families.

We discuss the building blocks of good life together with the children through emotional and friendship skills. Virtues help both children and adults to work together in an atmosphere of mutual respect.

Worldview education in early childhood education and care focuses on examining the religions and other worldviews present in the group of children together. During calendar holidays, the guardian has the opportunity to choose whether the child participates in the religious event or its alternative.





Interaction and self-expression

Language is a means for children to express themselves, connect with other people, and learn new things. Developing linguistic skills opens up opportunities for children to influence and become active members of the group.

We strengthen children's linguistic skills and capabilities in various ways. We name things and objects with the children and learn new concepts. Children are encouraged to express themselves in various means and to interpret the various messages from the environment.

Children develop their multiliteracy in a rich text environment. Every day, we offer the child the opportunity to learn rhymes, listen to books and discuss what they have read and heard. Storycrafting and literary arts encourage children to play with language.





We support the development of children’s musical, visual, manual, verbal and bodily expression.

We teach and guide children to experiment with different techniques and their favourite ways of making art. The learning environment has been designed in a manner that enables children to also implement their ideas independently.

Together, we learn about different cultural heritages. The Kirkkonummi cultural education programme Kulttuurikompassi (Culture Compass) enables children to experience art and culture as well as to express themselves and learn new things.



Digital competence



Digital competence refers to skills that enable children to use the media in a safe and versatile manner. In early childhood education and care, children and adults study the digital world together. Media content is used communally and creatively, applying methods that encourage play and physical activity.

Media gives children ideas for play, and media tools can be used as play equipment. In early childhood education and care, we use digital media primarily for enabling children to create their own content and document their interests.





We teach children digital safety skills alongside other safety skills. Children learn to understand how the Internet works and how they can protect their privacy. The same good manners are observed in the digital world as in real life.



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Objectives of early childhood education and care according to the Act on Early Childhood Education and Care

- 1** Promote the holistic growth, development, health and well-being of every child according to the child's age and development;
- 2** Support the conditions for the child's learning and promote lifelong learning and the implementation of equality in education;
- 3** Carry out versatile pedagogical activities based on the child's play, physical activity, arts and cultural heritage, and enable positive learning experiences;
- 4** Ascertain that the child's early childhood education and care environment fosters development and learning and is healthy and safe;
- 5** Safeguard an approach that respects children and ensure that the interpersonal relationships between the children and the early childhood education and care staff are as stable and long-standing as possible;

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- 6 Provide all children with equal opportunities for early childhood education and care, promote parity and gender equality, and help the children develop their capacity to understand and respect the general cultural heritage and each other's linguistic, cultural, religious and ideological background;
 - 7 Recognise the child's need for individual support and provide the child with appropriate support in early childhood education and care, including support involving multiprofessional cooperation where necessary;
 - 8 Develop the child's interpersonal and interaction skills, promote the child's ability to act in a peer group, and guide the child towards ethically responsible and sustainable action, respect of other people and membership of society;
 - 9 Ensure that the children can participate in and influence matters concerning them;
 - 10 Act together with the child and the child's parents or other guardians for the benefit of the child's balanced development and holistic well-being, and support the parents or guardians in their task of bringing up the child.
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Useful links

[Act on Early Childhood Education and Care \(2018/450\)](#)

[Government Decree on Early Childhood Education and Care \(2018/753\)](#)

[Act on Client Fees in Early Childhood Education and Care \(2016/503\)](#)

[Kirkkonummi local curriculum for early childhood education and care](#)

[Kirkkonummi local curriculum for pre-primary education](#)

[Nursery school begins – guide by Vanhempainliitto](#)

Service guidance for early childhood education and care

Provides guidance and advice in matters related to application by e-mail as needed:

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