




Miniwhais
EARLY LEARNING & CARE CENTRE
MANGAWHAI

5 Robert Hastie Drive, Mangawhai
PO Box 228, Mangawhai 0540
Ph: 4314747
www.miniwhais.co.nz hello@miniwhais.co.nz
fb & Instagram: Miniwhais

Kia Ora, Welcome



Thank you for making contact with Miniwahais. We would like to introduce ourselves and tell you all about Miniwahais. We are Natasha and John, the owners of Miniwahais. We opened Miniwahais in 2019 and it is the result of over 16 years of experience in Early Childhood.

We started our careers in Early Childhood when looking for childcare for our oldest daughter. Not able to find anything that was a good fit for our family, whanau, we decided to open our own. Natasha studied to be an Early Childhood Teacher, Kaiako, while we found a site, designed & built our building, and opened our first childcare, Small Poppies in Ruakaka, followed by Small Pukekos & Kaipara Kids.

Miniwahais is the "bests" of all of our knowledge and experiences wrapped into one, from its sanctuary lakeside setting, beautiful building, expansive outdoor playground, sustainable resources, nutritious meals, Ready 4 Life / Bush School, philosophy, and of course the Miniwahais team!

Miniwahais is a place for you, your whanau and your child, tamariki, we welcome your participation in all aspects of Miniwahais care & education. So please say hello or stop for a chat, we look forward to welcoming you to our Miniwahais Whanau and connecting with you and your tamariki.

You can access Miiwhais Educational Review Office report at:
<https://ero.govt.nz/institution/47748/miniwahais>

All Miniwahais polies are also available to view in the Policy Folder, please ask the office.

Miniwhais Philosophy



*Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will the shape of Aotearoa".
Dame Whina Cooper*

Te Whariki & Treaty of Waitangi embrace our Practice. Te Whāriki, the New Zealand Early Childhood Curriculum, is woven throughout our practice and environment.

Whanaungatanga; shared experiences and working together, which provides a sense of belonging, is at the core.

We are respectful of the Te Tiriti o Waitangi and authentic with Tikanga practices and Te Reo Māori to build connections within our community and in our teaching practice.

We establish a partnership in our role as guardians of our environment, Kaitiaki, providing opportunities within the environment for learning from, and caring for nature.

"Ehara tāku toa i te toa takitahi, engari he toa takitini. My strength is not as an individual, but as a collective" (Te Whariki, 2017)

Mini's Room



Our Minis room is for our smallest tamariki, up to 2 years old. The environment is homely and unrushed, where our practices are underpinned by the Magda Gerber's RIE philosophy of respect and trust.

Where possible we mimic the routines that you may have at home and are always available to support you in your parenting role.

We have up to 12 tamariki a day and four kaiako. Each tamariki has a primary care kaiako who will develop a connection with you, your whanau and tamariki and will be there to help you settle into Miniwhais. Your primary kaiako will support and guide your child's learning and development and record their learning journey and celebrations in their portfolio.

The portfolio is a keepsake for your tamariki future and we welcome you to contribute, it's a great place to capture special whanau moments that happen outside of Miniwhais.



Mini's Philosophy

Relationships are at the Heart

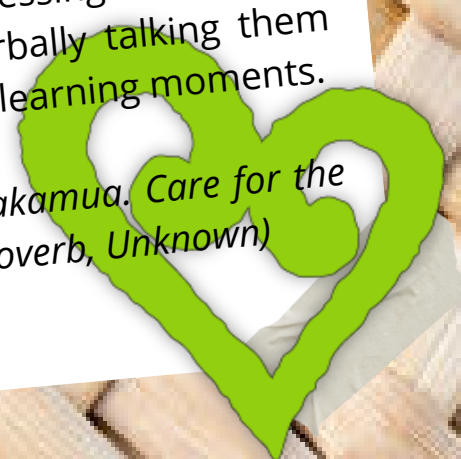
In our Minis room, care is the curriculum which creates the relationships that are at the heart of our philosophy. Loving relationships and bonds are created with each child and their Whanau by having a Kaiako who sees each child's uniqueness, and together they share rituals and routines, creating familiarity. Once this relationship is strong, then the Kaiako and Tamariki will safely extend their relationships to others and their environment. Our relationships are based on respect, trust and ensure the child is emotionally fulfilled, when a child feels known, appreciated and secure, they then become confident to explore, play, learn and develop and can flourish.

"The relationship is all. It is a matter of life to the baby" - Dr Emmi Pikler

The Environment is Integral to Learning

Our environment is a YES environment, where tamariki are unrushed, unhurried and empowered to outplay their inner urges and emotions, so tamariki can do what comes naturally to them becoming little gatherers, transporters, deconstructors! We use loose parts, such as shells, jars, pinecones, pipes and normal everyday objects, to enhance children's imaginative play. The home-like environment is purposeful, being intentionally set up to support dispositions like curiosity, playfulness and learning to be involved with others. This means that they will be ready to engage in an environment where free play and movement are valued as quality learning. Our environment is language rich and starts with responses to tamariki cues, progressing to Makaton (simplified NZ Sign language) and always verbally talking them through, routines, rituals, care, emotional and learning moments.

"Manaaki whenua, manaaki tangata, haere whakamua. Care for the land, care for the people, go forward." (Maori Proverb, Unknown)



Whai's Room

Our Whais room is for tamariki that are over two years old. The environment is designed to allow ample space for tamariki to be able to move freely, create challenges, use their imagination and develop a love for learning and the environment.

Children are encouraged and empowered to develop social competencies and dispositions that get them ready for school and ready for life. Some examples of competencies and dispositions are being capable and confident, being able to express your needs and wants, understanding your feelings, appropriate social cues such as manners, and learning to manage themselves amongst their peer group.

We have up to 38 tamariki a day and five kaiako. Each tamariki has a primary care kaiako who will be there to help you settle into Miniwhais and support, guide, and document your child's learning journey and celebrations in their portfolio. The portfolio is a keepsake for your tamariki's future and we welcome you to contribute, it's a great place to capture special whanau moments that happen outside of Miniwhais.



Whai's Philosophy



Connections are the start of everything

At Miniwhais, we believe that the more that technology develops, the more we need real connections. Connections are where everything starts and we pride ourselves on having real connections with each individual tamariki. We weave our connections with each other and the environment, teaching tamariki about themselves, each other, and the world around them. By knowing each tamariki individually, we are able to guide them on their own personal learning journey to become competent, capable and confident learners. As tamariki develop their sense of identity and belonging, they are then able to extend their connections with others. Learning how to become friends, be a part of a group, understand social norms such as manners, expectations, and boundaries. We place great importance on the connections we have with the tamariki and whanau, learning about each other's cultures and beliefs to best be able to support families and what they wish for their tamariki.

"The most important things in life are the connections you make with others"
Tom Ford

A place of learning

At Miniwhais, we are guided by Te Whaariki, the New Zealand Early Childhood Curriculum which underpins our everyday practices. Learning often looks like play, which it is, because learning is fun! Kaiako support this learning through creating experiences, encouraging children to explore, to try, question, and overcome challenges. Opportunities to learn through play and children's interests are both planned for and spontaneous. We embrace the natural environment as a place of learning and believe a connection with nature is paramount. Where possible we use nature as our classroom, using natural resources and loose parts, such as sticks, shells, pipes, everyday utensils to enhance our tamariki's learning. Open-ended materials, like loose parts, encourage problem-solving, creativity, and imagination to flourish. Miniwhais is not only a place of learning for tamariki, but also a place where the kaiako & whanau learn in partnership. We encourage and celebrate relationships that bridge ages and abilities, which means that each tamariki has opportunities to be a tuakana, leader, and a teina, student.

"When children play in natural spaces, they're far more likely to invent their own games than in more structured settings – a key factor in becoming self-directed and inventive adults later in life" Richard Louv

Whai's Philosophy continued...



Environment is everything

At Miniwhais, "environment" means many things. There is the classroom environment, the outdoor environment, our Bush School environment and the global environment that we live in. The child's environment is anything and everything that comes into contact with them, which is why we place great importance and consideration on the overall environment, ensuring it acknowledges each child's uniqueness & culture and facilitates children to develop their own identity and mana, creating a place where they belong, they trust and are familiar with and where their wellbeing is paramount

"There are three teachers of children: adults, other children, and their physical environment." Loris Malaguzzi



Ready for School, Ready for Life

Ready for School, Ready for Life! This is what children will be when they leave Miniwhais, they start their school journey and we want their transition into school to be as smooth as possible. This happens when we work in partnership with each other and ensure your child leaves Miniwhais as a socially competent, capable, and confident child that has, connections with themselves, others, and the environment with basic numeracy and literacy skills supported by all the skills dispositions and competencies that are the foundation to a love of learning.



This is apparent when you see children being able to engage with others and are connected with themselves, meaning they know who they are, what they feel, knowing what they want and need, and being confident is how to get it. They are inquisitive, curious, and able to solve problems. Physically they are able to control their bodies to achieve tasks, like holding a pen to draw or write and to control their body movements and able to sit still. And very importantly, they are able to able to control their mind not to wander and concentrate on learning.



Bush School



Bush School empowers children to explore tactile experiences of the soil, mud, water, leaves and bark and reinforce the sense of unity with nature and a sense of belonging and developing their confidence, knowledge and skills they can use in our living world. Research shows that there are also numerous psychological, emotional and developmental benefits for children with regular access to nature. Bush school supports and extends on learning dispositions such as curiosity and persistence, being in nature provides children with countless opportunities for discovery, creativity and problem-solving, to learn by doing and experiment with ideas.

Being in nature promotes children to think, question, and make hypotheses — thereby developing inquisitive minds, children may be judging the distance across a creek before jumping or wondering where insects go in the winter, they are constantly thinking when they are in nature. These experiences offer real, authentic learning like nothing else can. As children take risks, try and fail, and try again, they gain resilience and confidence.



Bush School continued...



The gross motor skills that a child is able to develop in a nature-based environment also require a level of cognitive growth. Risk taking requires the ability to assess a situation and make decisions about the best way to proceed. Children also test math concepts while sorting leaves, rocks, and sticks by size, colour, weight, or other variations.

While math and science tie in naturally with Bush school, early literacy can be a little less noticeable, however, its there! At Bush school, we bring literacy outside by reading signs, building letters out of natural resources, we use books to identify the flora and fauna we see. As we discuss our observations during the day the children are building new vocabulary about nature and science. Children use their new vocabulary when they return to Miniwhais and discuss their observations with themselves and other Miniwhais children.



Miniwhais Meals



Tohu Manawa Ora - Kōhungahunga



July 2021-2023



Spending the day learning and playing requires the right sort of fuel and good nutrition can lead to better concentration and improved learning as well as healthy growth and development.

We are very proud to have achieved the Gold Healthy Heart Award, the highest award awarded by the Heart Foundation. Miniwhais meals are made daily onsite and have been designed by a qualified chef with many years of early childhood nutritional experience.

Our daily menu is made up of morning tea, lunch, and afternoon tea that contain the four food groups, vegetables, and fruit, bread and cereals, milk and milk products, lean meat, chicken, seafood, dried peas, beans, and lentils.

This is supported by having an Active Movement & Nutrition Policy that provides opportunities for children to garden, harvest & cook, learn about nutrition, keeping themselves healthy through healthy choices, and being active.

We are very experienced in managing and catering to all food choices, including intolerances, allergies, or beliefs and will create an action plan and alternatives in partnership with you.

Why you should choose *Miniwhais*

We understand how important it is that you feel comfortable leaving your child in our care, so when we were creating Miniwhais, we placed utmost importance on quality across all aspects, so we can offer you the highest possible quality childcare.

We have numerous policies and procedures to ensure that our high standards are maintained, which are available in the foyer for you to view.

We believe in real connections with ourselves, people, and nature and have a strong focus on sustainability, the environment, and overall wellness with a curriculum led from the heart and underpinned by New Zealand's Early Childhood Curriculum, Te Whaariki.

We will follow your children's interests, and look for opportunities to extend them, focusing on dispositional development in partnership with you.

And we can't not mention our AMAZiNG team of dedicated teachers!

Nuts & Bolts

- Brand-new purpose-built centre
- Beautiful rural lakeside setting
- Age appropriate rooms
- Huge outdoor play areas,
- Over 80% qualified ECE Teachers
- 20 hours ECE and WINZ subsidies.
- Nutritional meals prepared by our in-house Chef
- Sustainability focus
- Curriculum that is lead from the heart
- Bush School and access to nature



Join Miniwhais and give your child the best opportunity to be ready for school and ready for life!

Fees

Effective 15th of May 2023
Open Monday to Friday, 7:30am until 5pm.
Closed Saturdays, Sundays and Public Holidays.

Standard Enrolments (NON 20 hour ECE subsidised)

It is our policy that children aged 0-2 years old, must attend a minimum of 2 x seven hour days per week, and children aged three years and over, must attend a minimum of 3 x seven hours days per week. The fees are inclusive of all our services. Changes to enrolment days and times are subject to availability. If the change is a reduction of hours or days, then we require two weeks' notice of the change. Miniwhais has the right to accept the changes or may choose to terminate the child's enrolment also giving two weeks' notice.

	7 Hour Day	Full Day - 7:30am - 5pm
2 days	\$130	\$150
3 days	\$195	\$225
4 days	\$260	\$300
5 days	\$310	\$360

20 Hour ECE Enrolments

Our policy is that 20 Hours ECE children must attend a minimum of 3 x seven hour days per week and must attest all their 20 Hour ECE hours for the enrolled hours.

At Miniwhais we are committed to maintaining a much higher standard of facilities, services, staffing ratios, staffing qualification, care and education, than the minimum government regulated standard, which the 20 Hour ECE Subsidy rating is calculated from.

This means that our operating costs for the centre are not fully covered by government funding and a fee is necessary to be charged in addition to the subsidy. This charge is not optional as all enrolments are greater than 6 hours, the charge is an all-inclusive fee. NO fees are charged for the 20 Hours ECE funded hours.

	7 Hour Day	Full Day - 7:30am - 5pm
3 days	\$95	\$130
4 days	\$150	\$190
5 days	\$200	\$250

Waitlist Form

If you would like to enquire about a place at Miniwhais or to go on our waitlist, please complete and return the form below.

Child's Full Name : _____

Child's Usual Address: _____

Child's Date of Birth : _____

Male / Female (circle one)

Ethnicity & Language: _____

Im interested in attending on: (circle relevant days)
Monday, Tuesday, Wednesday, Thursday, Friday
or

I'm flexible but would like # of days _____

I would like 8:30am-3:30pm or 7:30am-5pm (circle one)

How did you hear about Miniwhais?

Is your child currently enrolled at another centre?

Do you have any family members attending Miniwhais?

Are you on any other waiting lists? No Yes (Please give details)

Parent / Guardian Information

Full Name:

Relationship to Child:

Phone number:

Email address: