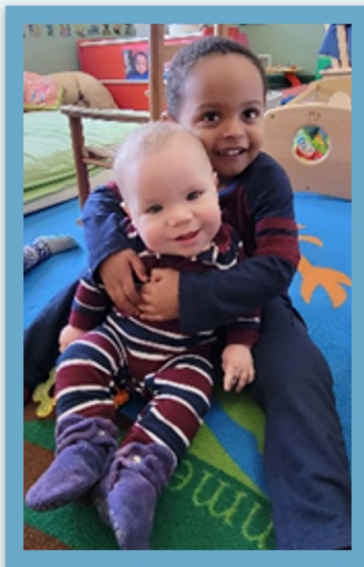


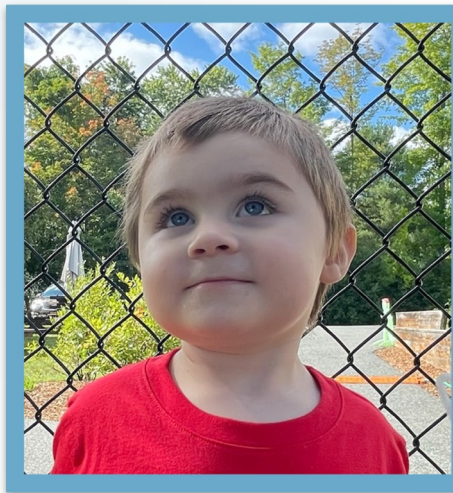
Our Mission:

The Family Place delivers comprehensive programs designed to strengthen positive relationships, teach essential skills and promote enduring healthy growth for families with young children in the Upper Valley and surrounding communities.



The Family Place ECEP does not discriminate on the bases of a child's race, color, creed, ethnicity, religion, national origin, gender, disability, or special need and without regard to a caregiver's race, color, creed, ethnicity, religion, age, national origin, gender, pregnancy, disability, or sexual orientation.

The Family Place is committed to providing the best possible service to families. We recognize that there are times when a client may disagree with staff or program outcomes. If this situation arises, please contact us to discuss.



Early Care and Education Program

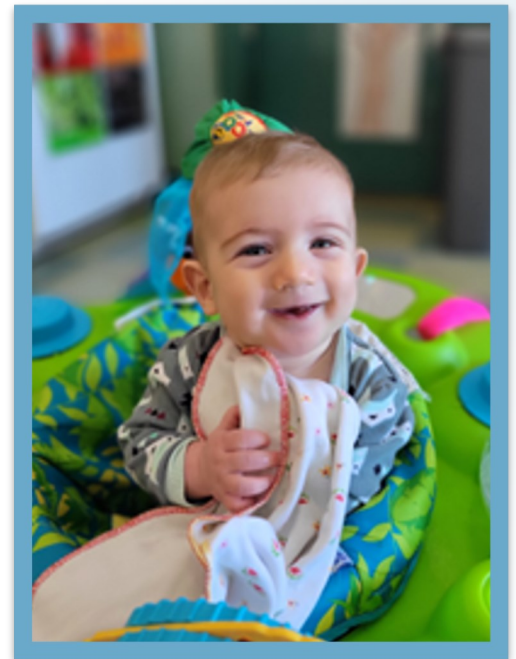
Hours of Operation: Monday - Friday 8-4:30

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Early Care and Education Program





Early Care and Education Program Philosophy

The Family Place Early Care and Education Program (ECEP) is committed to promoting the physical, emotional, social, and intellectual development of each child. Teachers work in cooperation with families to foster a partnership that provides engaging experiences both at childcare and at home.

Every child and family is unique; we respect the diverse family values, cultures and backgrounds of our childcare community. Children are given the opportunity to develop at their own pace in a nurturing, responsive, play-based environment that fosters brain development and helps children develop self-regulation and other core skills necessary for lifelong learning. Children are encouraged to make choices and develop independence while learning to be responsible members of the community.

Program Information

We have two classrooms serving children from 6 weeks through 3 years. Each classroom welcomes up to eight children with two teachers. Children are grouped according to their age and development.

For over a decade, our program has been applying the research-informed Strengthening Families Protective Factors Frameworks focusing on increasing family strengths, enhancing child development, and reducing the likelihood of child abuse and neglect. We know that children are more likely to thrive when their families have the support they need.

Daily routines provide important opportunities for serve-and-return interactions while also establishing predictability and stability in the child's life.

Curriculum

Our curriculum is driven by the developmental needs and interests of the young children in our care, as well as the latest brain science about what is needed to nurture brain growth and provide a solid foundation for later learning. We combine planned activities with child- and family-driven interests. Many activities are initiated by a child's curiosities, then encouraged and supported by teachers.

Relationships with caring and responsive adults are critical for the healthy development of young children. Teachers tune into the children's cues and respond with verbal and nonverbal interactions through responsive talking, reading, singing, rhyme, etc.

Play, exploration, and discovery are important ways for infants and toddlers to learn about themselves and their place in the world. We support that process by providing time and space for play.

What is "Serve and Return," and why are we so focused on it?

- "Serve and return" is a way of describing the responsive interactions between children and adults that are necessary to shape the developing brain architecture.
- When a young child babies, gestures, or cries (the "serve") and an adult response with eye contact, words, or a hug (the "return"), neural connections in the child's brain are built and strengthened, supporting the development of communication and social skills.
- Like a game of Ping Pong, these serve-and-return interactions go back and forth, creating a rhythm and "conversation" that supporting lifelong learning and wellbeing.
- Solidifies bonding.

