**Home page:**  
Kiddi-care English - Hungarian Nursery  
  
Kiddi-Care is an English - Hungarian nursery that operates in the heart of Pecs, in a quiet and cozy, fully owned property with a huge garden, where children are being educated and spoken to in English.  
  
If required, we have the ability to provide one-on-one support - in the form of individual sessions, as well as pre-school preparatory classes, both run in Hungarian.   
  
Through our high standards in pedagogy, our teaching staff’s attitude and knowledge as well as the state of the art environment, our aim is to enhance our children’s entire personality.  
  
Our teaching staff are all degree educated, inclusive, patient, empathetic, delightful and speak fluent English.   
  
If and when required, our work is being supported by speech therapists, child psychologists and paediatricians.   
  
We look forward to welcoming your child/ren between the age of 3-7.

**Get to know us better**

Kiddi-Care, the English-Hungarian nursery

We would like to show you that Kiddi-Care is not just a nursery, but a colourful, multicultural community, where the cozy, ’family-like’ atmosphere isn’t just a cheesy statement, but the centre of our existence and our main aim. We work really closely with the parents to ensure that every single one of our children can develop at their own pace both, mentally as well as emotionally and that they enhance their unique personality and talent.

Our Values

Our chief goal is for our little ones to feel like they are in a peaceful island in this at times hard to understand and constantly changing world. In a little island, where there is no rush, have time for everything, and where everyone can - at their own pace – discover that the world is happy, exciting, colourful place which is here to be explored.

The foundation of this peaceful island is a cosy, warm atmosphere, where we live our every day lives with empathy whilst tuned onto each other’s wavelength and where we understand each other from a cheeky blink, without words.

In our nursery, simplicity, play, story-time, music, activities and laughter are the core values, as we believe that these form base of a balanced and happy childhood.

Early learning

We are fully aware that in this day and age, a peaceful island on its own is not enough. We know that the expectations are a lot higher even in early childhood in this competitive, upside-down world that is packed with all the different learning theories. In this early age already a lot more knowledge, skills and their practical implementation is expected from the children by the ’grown ups’ - their parents as well as the nurseries.

These are most certainly achieved in our organisation. Our play centered, daily science, maths, singing, story and PE classes equip our children appropriately to be ready for their first formal learning in school. Through movement and exercise therapy our children get a good foundation they can build upon in their school years.

Our English programme

Being an English-Hungarian nursery with an international and diverse group, English language is at present in every second of our lives. To our children conversing in languages other than their native ones is second nature – it is natural for them when opening their little fingers up to start counting, that they can not only say egy, kettő három, but one, two, three as well.

The aim of the concept of our English education is to enable this language to grow roots in our childrens’ mind pretty much paralell to Hungarian. We teach English to our little ones through play, music, stories and exercise. This is the avenue through which we can get closer to them both mentally and emotionally, and through which we can lay a solid foundation for the structure of English language in their incredibly open minds. This will not only result in an active knowledge of English, but in helping them to learn other indoeuropean languages as well later on in their lives.

Open day series

We would love to show everyone our nursery – our great and green playground, our very own veggie garden, cosy little rooms, happy little people and enthusiastic teachers. This was the objective of our ’open day series’, which is a monthly event through November to April and for which we would love to have the pleasure to welcome you!

You can find more information on these events on our Facebook page and on [www.kiddi-care.net](http://www.kiddi-care.net) .

**Our Staff**

Luca Bárdonicsek-Balogh

I am Luca Bárdonicsek-Balogh, the Headteacher of Kiddi-Care. I have fond memories of my own childhood from my nursery years – loved going to nursery, as I bonded really well with my carers. These experiences have determined my life hence there was no question about what I would be when I grow up!

Judit Pap

I am Judit Pap, a Nursery Teaching Assistant at Kiddi-Care. I feel lucky that in addition to doing my every day job in such a warm and family-like atmosphere, I am still able to practice my creative skills.

Emese Novák

I am Emese Novák, English Teacher, working at Kiddi-Care (with some gaps) pretty much since it has opened its doors in September 2005.

Katalin Varjú

Ágnes Dr. Garaminé Rozgonyi

Pop in!

If you would like to check our nursery out, see for yourself how we operate and would like to spend a lovely afternoon here with your child, we would love to have you – we have open days around the middle of every month!

We will be able to have an informal chat and answer any questions you may have. You can also check out our classes imbedded into our daily routine.

In the meantime, your child can be introduced to our playgroups where we always have some fantastic group activities. The theme of these playgroups are always in line with the actual themes and topics covered at a time by our nursery.

**Upcoming events**

**About our nursery**

Only a few minutes from the town centre, yet far enough from its noise and traffic, in a green area near Tettye there you will find a wee nursery – our very own Kiddi-Care English-Hungarian nursery.

The property itself – a fully owned, grand detached house with a lovely garden, playground and a veggie garden – already implies a warm and cosy atmosphere which is one of our nursery’s main characteristics. Our children ring our bell as if they were ringing their own doorbell at home. This what our main aim is – for our children to feel like they are in their second home.

We can have goals, plans, concepts, all we want, however these factros are all secondary to us. Our primary and most important duty is to ensure our children feel like they are at home when with us, as quite often they spend more time between the walls of their nurseries than they do at home in this busy rushed life.

Being a small, family owned establishment, we only operate one group, where children aged between 3 and 7 live and explore the world together.

The diversity in terms of our children’s age further enhances the family feel to our nursery, which is what our entire work is based upon. Little ones and big ones altogether – just like in a great big family. They listen to each other, help, learn and care for each other. Just like in real life.

Through our entire work we aim to make our children feel like they are in a great big family, where everyone is equally important, might be a little different, and specially gifted in some ways.

Although we have rock solid principles and ideas to ensure the smooth operation of our nursery, we are still quite flexible. Within the group, we accept and care for each and every child taking into serious consideration their very own personality and temperament.

Many parents ask themselves the question whether a private nursery will provide and equip their children who will continue their journey in school after the first few years in childcare, with everything a regular nursery would give them. The answer is yes. We are not a family daycare, but a nursery, that meets all the operational and pedagpgical criteria against which these types of establishments are measured.

Being an English-Hungarian nursery, education is run in both English as well as in Hungarian. Our multicultural community helps us in our work – we have children from all around the world: China, Africa, Scandinavia, from across the pond as well as from down the road.

Our main goal is for our children to feel happy in our care. For them to feel great in our garden whilst munching on peas they have grown themselves, in the gorgeous sunshine in the spring, whilst running around back and forth under the mist gate in their beachwear in the summer, sweeping leaves in the garden in the fall, whilst making muppets, DIY on the lazy, rainy mornings of November and whilst waiting with great excitement for the Christmas festive period to start!

Based on the feedback we received, this goal of ours has successfully been achieved for 15 years now.

**Early lingual education**

Every person, regardless of where they were born, what walks of life they are from and what background they have, carry the same skills when it comes to learning languages.

The part of our brain that is responsible for learning languages is a ’blank sheet’, a so called universal grammar is carved in it, which enables children to have the ability to learn any languages.

This only applies in the first 5-6 years in children’s life, after which this very receptive part of our brain closes up, which means learning languages from that point will be achieved through structured learning as opposed to picking it up automatically and at ease like they would have done in early age.

In early learning we take advantage of this wonderful skill that children possess. We teach them by allowing words, phrases and everyday life scenarios to be worded in two languages.

In a playful yet still structured manner, 20 minutes daily, through loads of music, singing, exercise, stories, laughter and running around we help our children to develop their language skills in early childhood, however real learing actually takes place in their everyday life. Through the everyday scenarios, where they hear the same phrases, words for the thousandth time tied to their daily routine and activities.

After a while – for some it can be sooner than others – it becomes common knowledge that Would you like some more hot chocolate?’ and ’What would you like to play?’ have the same meaning both, in Hungarian and in English too. Due to the fact that friends of children are usually children themselves, it is extremely helpful that we aways have little ones, who can only speak English. Through them our children see it even more that the same thing can be presented in more than just one language and that it still works!

Our multicultural community, the foreign children, who often come from other continents make our little ones more open and accepting towards cultural diversity.

**Our Programme**

**Life in our nursery**

In our private nursery we like structuring the group in an age-diverse manner with a maximum of 20 children. In such a mixed group, the differences in personal development are more pronounced. In addition, this structure is more family- and life-like, children tend to settle in better, the bigger ones help their little friends and/or siblings to get used to the new environment easier. The settling in period typically reduces, as the children new to the group with an existing daily routine can see and copy their new friends, which enables them to adapt to their new lifestyle quicker. Friends, family, all in one group. The bigger children can practice the caring, helping, loving behaviour towards their little peers, which brings a sense of security in the little ones and strengthens in them the sense togetherness. This would – in a slightly different way – apply to the ’only children’ as well, which would help to buid their selfconfidence and the development of self-assessing behaviour.

In mixed groups the usual and at times significant changes relating to delayed maturity levels (e.g. big children staying on an extra year before they go to school) are minimised. The foundations of learning based on copying, role modelling are laid perfectly, which enables enhanced social learning, and accelerates the development of independency. They become more tolerant and learn different types of behavioural elements in an age- (and background-) diverse environment, which helps them become more empathic and be more open to cultural differences. Conflict between children reduces significantly due to the differences in their maturity levels, which help them develop a pool of different and acceptable behavioural elements.

When structuring our group, we pay particular attention to have the right balance and number of children with different ages ensuring they all find a new friend to play with and to help their development through creating a community with children at different stages of their developmental journey.

Programmes:

Daily physical education

Through our play based daily physical education (PE) we are able to enhance our children’s need for exercise and make them enjoy these sessions even more. Whilst exercising, we do rhymes, actions and even singing.

Children love short stories, which they typically present with actions. Our ’relaxation stories’ stimulate their imagination and fantasy.

We do PE to:

* help keeping their physical and mental health at a great level
* enhance their physical skills
* satisfy their need for exercise
* improve body posture

How we do it: through exercises developing the heart, the circulatory and respiratory system.

Skills these enhance:

* Body awareness and spatial orientation
* Movement coordination
* Balance
* Rhythm
* Ball skills
* Strengthening of core/skeletal muscles
* Power, endurance, speed

The curriculum consists of a large number of simple and playful elements, which are easy enough so they can be carried out by all children, yet strengthens them all. Balance exercises enhance concentration and strengthen the muscles found on the legs and feet.

The exercises for the core muscles (abs, back and legs) help to develop concentration, and the exercises in pairs support their endurance and the optimal operation of their organs.

Breathing exercises:

Through correct breathing, chest is being stretched and the capacity of lungs is growing. Our children learn these exercises through play as well.

* Relaxation through breathing exercises
* Stretching exercises in relaxed poses – whilst laying on back, sitting cross-legged on the floor, eyes closed

Warm up exercises:

* Walking: copying different animals’ walking techniques. These develop natural movements.
* Running, jumping, crawling, walking on all fours, rolling. The entire body is moved through.
* Gymnastics: head, shoulders, hips, lower back, torso, abs and leg exercises.

Play!

Meditation and cool down. (With music, stories.)

Playing outdoors develops resistance to germs and illnesses whilst enables children to satisfy their own personal need for exercise. With this in mind, we regularly take our children to our own outdoor space, playgrounds in the nearby and for walks – weather permitted. We tend to adapt to the seasons – from spring onwards we spend more and more time outside in the fresh air!

**Daily routine**

Daily routine helps to create the optimal conditions for children’s mental and biological health. If children have a set daily routine, they settle in easier and develop a greater sense of security.

**Rest, sleep**

The satisfaction of children’s sleep typically lies among the duties of a nursery. Throughout their afternoon nap we ensure they can rest in complete peace and silence, which helps with the development of their brain activities. We allow children to nap according to their very own needs and let them sleep until they come around by themselves. Before sleepy time we air the room they sleep in very thoroughly!

We pay particular attention to let our little ones learn how to dress up and down on their own, to leave their garments on a chair next to them in a tidy manner and when they wake up to fold up their bedding too.

A good afternoon rest’s predecessor is always a lovely story or lullaby, which helps to enhance their imagination, vocabulary, perseverance, also they can choose a positive role model from these stories. Sometimes, if they fancy, they can actually tell a story to their little friends.

**Musical education**

Children’s musical education is not only designed to further their musical talent, but to develop their cerebral hemispheres, which helps them become more sensitive, creative, tenacious, diligent, disciplined and intelligent, which typically goes hand in hand with enhanced communication skills as well.

Activities:

* Getting to know and play instruments
* Echo tunes
* Musical games and rhymes in both languages
* Listening to music
* Dance moves, acquisition of aesthetic movements
* Circle time
* Rhythm, consistent pulse
* Learning of quite-loud, fast-slow, high-low tunes
* Melody concealment
* Body percussions

**Lingual education**

We try to create varied and colourful sessions to our group when it comes to lingual education too! In addition to the constant English speaking in their learning environment, English stories, drama, singing and actions, conversations, recognition and learning of letters and the culture of different countries of the world, we build upon the richness of the Hungarian language as well.

Activities:

* Tongue and lip training (facial strengthening, observation skills, body awareness, strengthening of tongue, develpment of articulation and concentration)
* Trains, cover your eyes games, slalom (spatial awareness, movement coordination)
* Finger and hand exercises (fine motor skills)
* Enhancement of vocabulary (expressive skills, creativity, imagination, concentration, focus, hand-eye coordination)

E.g. ’What changed? Onomatopoeics, echo tunes, syllables, ending stories differently, observation of timelines, opposites, pairing, communication games, left-right, writing preparatory, labyrinths, tongue twisters, riddles, poems etc.

* Spatial awareness,
* Perception of shapes
* Visual perception
* Tactile perception
* Memory development
* Verbal memory
* Development of intonation
* Development of movements
* Development of fine motor skills

**Mathematics**

We aim to deepen our childrens knwoledge when it comes to maths too. (Counting, estimation, grouping, recognition of numbers, additions, subtractions, relations, more-less-equal, smaller-bigger-equal size, sizes, length, tangram, dominos, shapes, forms, series etc.)

**Science**

Children are fully aware of the world around them, they learn about the term of a family, transportation links, their immediate and wider surroundings, the four seasons and how they are changing, veggies, fruit, plants, animals, dressing, body parts, the job of a doctor, the meaning of named holidays, sports, their home etc.

**Drawing, crafting**

Through our creative sessions, children gain aesthetic experiences provided by drawing, painting, moulding (playdough, clay). They learn how to hold tools properly (pencils, crayons, scissors, glue, brushes) and get to know different types of techniques (colouring, copying, lacing, beading, origami, tearing, mosaic, colour mixing etc.). Our children’s work is always displayed on our cork boards, in the rooms, corridors and the changing rooms. In addition, the sculptural works are accommodated on our shelves, where everyone can admire the children’s artwork! Parents can take a peek into our everday lives through the images in our gallery.

**Additional classes**

Music: our nursery teachers provide fun atmosphere through singing English and Hungarian songs and nursery rhymes every day and playing the piano and the recorder.

**Pedagogical Programme of Kiddi-Care English-Hungarian Private Nursery**

Due to the fact that the majority of our children are Hungarian natives, who will eventually go to Hungarian schools, we believe it is imperative that we develop their mothertongue language, in addition to English, so not only Incy-wincy spider, but Bóbita Bóbita táncol will also be engrained into their little brains.

Through our Hungarian lingual education our little ones acquire everything other children would do in state nurseries. They will not be missing out on the wide array of Hungarian rhymes, songs, circle time either!

Our pedagogical programme is thoroughly thought through, purpuseful, but not explicit. The main emphasis is on play and learning through playing. Our most important duty is the development of mental and emotional intelligence through play, music, story and exercise. The educational system in Hungary sets way too high expectations towards our 6-7 year old nursery ’graduates’. The only children, who are able to meet these high expectations are the ones, who learnt how to deal with social relationships and interactions as well as their own role in their community. Fortunately there is just about enough time for this: in the 3-4 years spent in our nursery, our little ones get all the necessary emotional security and mental maturity that arms them with tools to handle all the challenges their school years will bring along.

We are extremely proud that in the past 15 years children graduating from our nursery have been able to easily adapt to and deal with the hurdles early school years had on stock for them.

Us, nursery teachers and nursery staff are all nature lovers, who love a good hike, take our children outdoors, to explore nature, teaching them to look after their environment. We believe in the joy of free and happy play, fresh air as well as playful learning, being it an English nursery rhyme, a complex puzzle or a simple cookie baking exercise whilst displaying close togetherness.

Directed learning is far from the concept we build our learning experiences on, as the foundation of everything we do is experience. We allow our children to get covered in mud, so they learn what autumn is about, let them get covered in flour, so they see how bread is made and let them aimlessly stare at a bug for hours on end, so they experience how that little bug lives.

We trust that this type of learning will give them a more profound, life-like knowledge and experience than what the great big pedagogical books would provide.