

High Quality Preschool

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May 1, 2005

Between singing songs, making crafts, eating snacks, playing games, and exploring their worlds, the students at P. C. C. C. and K. K. are experiencing some of the top rated child care in the state. K. K., which opened in 1973, is a licensed childcare facility located in Huntington that provides children from the ages of six months to twelve-years-old with enrichment programs to prepare them for the school years ahead. P. C. C. C., which opened in 1982, is a licensed childcare facility located in Portage that provides children from the ages of three-years-old to twelve-years-old with developmental activities that enhance a child's learning environment. Each establishment provided many positive aspects of childcare and a few negative aspects of childcare. Both experiences, though, were very meaningful insights into teaching and I hope to take these insights with me as I move ahead in my teaching career.

There were a handful of differences between P. C. C. C. and K. K. Robert S. Feldman tells his readers that the preschool period is designed to “teach skills that will enhance intellectual, as well as social abilities” (Feldman, 280). This is the main reason many of the students at K. K. attended preschool. Their parents wanted to help enhance their skills before they headed off to Kindergarten. The staff at K. K. worked very hard to make sure the time the students spent at K. K. was filled with enriching activities to help enhance each student's skills. Robert S. Feldman also points out to his readers that the preschool period is also used as a childcare facet because “the number of families in which both parents work outside the home” (Feldman, 280) is on the rise. This is the main reason many of the students at P. C. C. C. attend preschool. The director at this facility pointed out to me that over half of the students enrolled in their preschool program are also enrolled in their childcare program as well. While this does not change

how hard the staff at P. C. C. C. works to make sure the time the students spend there is filled with enriching activities, it does make the situation a little more challenging. The other significant difference I noticed between these two establishments was the level of training the care providers had. At P. C. C. C. the head teachers were only required to have a Child Development Associates Degree, while many of their assistant teachers are only required to have a high school degree. At K. K. the head teachers were required to have Bachelors Degree in Early Childhood, while their assistant teachers were required to have a Child Development Associates Degree. While the staff at P. C. C. C. was still very capable of teaching, Robert S. Feldman points out that “high-quality facilities have well-trained care providers” (Feldman, 282). Perhaps if the staff at P. C. C. C. was expected to have a higher degree of training, they could provide better care for their students.

While I observed at each facility there were a significant number of similarities between P. C. C. C. and K. K. Robert S. Feldman emphasizes, “the curriculum of a child care facility should not be left to chance but should be carefully planned out and coordinated among the teachers” (Feldman, 282). Both preschool facilities did an excellent job at planning out the time that the children were present and coordinating the curriculum among the teachers. With the planning each childcare facility demonstrated, the day went a lot smoother and the children were more productive. Another similarity I saw was both childcare facilities did an outstanding job at making sure each class had an appropriate number of students and an appropriate number of teachers in each room. Finally, both establishments provided a good balance of social skill development activities and intellectual development activities. It was even more impressive to realize

that both preschools intertwined their social skill development activities with their intellectual development activities. An example I saw at K. K. of the intertwining of social skill development and intellectual development was when their class went on a field trip to the dentist office. At the dentist office the students learned how to act appropriately and how to take turns going up and down in the dentist's chair. The children also learned on the trip how to take care of their teeth and why it is important to take care of their teeth.

Even though these P. C. C. C. and K. K. are in two opposite corners of the state, both provide quality preschool for their students. In a period of history where there is so much controversy over the quality of preschool and the necessity of preschool, these two establishments give me hope for the future of preschool programs. If every preschool program used these two programs as a model, I believe preschool would be an opportunity for every child to learn, grow, and succeed.

Works Cited

Feldman, Robert S. Child Development: Third Edition. Upper Saddle River, New Jersey: Pearson Education Incorporated, 2004.