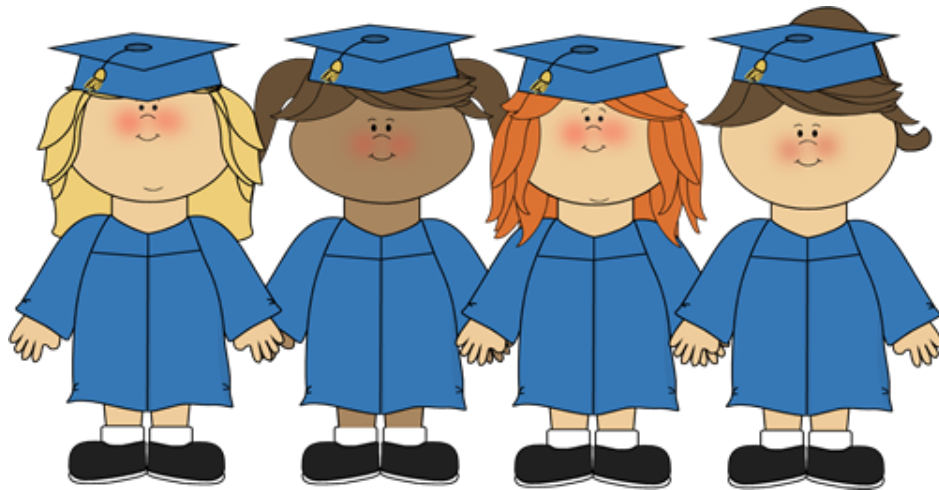




Salt Lake and Tooele Preschool Guide



All Care About Childcare programs are funded by the Federal Child Care and Development Fund, the Department of Workforce Services, and the Office of Child Care.



Preschool Guide 2018

Salt Lake & Tooele Counties

You are receiving a referral for a program that is not licensed by the State

Programs that are not required to be licensed include pre-school only programs, summer camps and child care centers operating under the arm of a church. Since the State does not visit these programs to enforce basic health and safety regulations, they do not have the authority to act on complaints made against legally licensed exempt facilities. We encourage you to maintain open communication with the staff and director of the program to resolve complaints or personal differences. However, if you suspect child abuse, please contact Child Protective Services at (801) 281-5151.

Regardless of the type of program you choose, or its licensing status, Care About Childcare encourages you to carefully follow the suggestions outlined in "Your Guide to Choosing Quality Child Care" and ask lots of questions to determine if the level of quality is right for your child.

Cottonwood Heights

Preschool: Cottonwood Montessori

Contact Person: Bobbie Nichols

Address: 3422 Fort Union Boulevard

Phone: (801)733-9737

Notes: Open from 7:30am to 5:30pm with two schedules

At Cottonwood Montessori our goal is to help the child develop a positive self-image, encouraging responsible freedom and inner self-discipline. By use of the Montessori Method we promote the intellectual, physical and social development of young children, ages 3 through kindergarten.



Preschool: Rainbow Connection Preschool

Contact Person: Shanna Stocker

Address: 6672 South Highland Drive

Phone : (801)942-6231

Preschool: Intermountain Christian School

Contact Person: Roberta Wolff

Address: 6515 Lion Lane

Phone: (801)942-8811

Notes: Open 8:15am– 3:00pm or 12:00pm 3:00pm

Preschool: Intermountain Christian School

Contact Person: Roberta Wolff

Address: 6515 Lion Lane

Phone: (801)942-8811

Notes: Open 8:15am– 3:00pm or 12:00pm



Draper

Preschool: Corner Canyon Academy

Contact Person: Marilyn Larson

Address: 12958 South 1300 East

Phone: (801)523-3868

Notes: Open from 8:05am to 4:30pm

Preschool: New Castle School

Contact Person: Larry Jensen

Address: 12257 South 800 East

Phone: (801)553-0622

Notes: Open from 8:30am to 3:15pm. Well rounded academic preschool - age appreciate learning



Preschool: Whisper Creek Preschool

Contact Person: Terri Michaels

Address: 12722 South Whisper Creek Cove

Phone: (801)572-5588

Notes: Open from 9:00am-11:30pm and 12:00pm-2:30p

Herriman

Preschool: Small Wonders Preschool

Contact Person: Tracy Butterfield

Address: 13282 South 5600 West

Phone: (801)878-3550

Notes: Open from 9:00am -11:30am and 12:30pm-3:00pm. Teaching our future

Preschool: Patricia Jones

Contact Person: Love 2 Learn

Address: 13708 s Manas

Phone: 801-913-2230

Holladay

Preschool: St. Sophia School

Contact Person: Dana Easton

Address: 5341 South Highland Drive

Phone: (801) 424-1297

Notes: Open from 9:00am-3:30pm



Preschool: Oakridge Montessori

Contact Person: Bobbie Nichols

Address: 4325 South Jupiter Drive

Phone: (801)424-0275

Notes: Opens 8:00am-5:00pm. Opens August 19th, only open school days

Murray

Preschool: Teachable Moments Preschool

Contact Person: Tiffany Carbonari Sutphen

Address: 5872 South Sagewood Dr

Phone: 503-348-1555

Preschool: Murray Early Childhood Education Center

Contact Person: Debbie Evans

Address: 73 West 6100 South

Phone: (801)264-7404

Preschool: Cottage Preschool

Contact Person: Jani Laga

Address: 288 East Mountain View Drive

Phone: (801)269-1988



Notes: I believe that a good learning experience is built on a cooperative effort between parent, child, and teacher. I have high expectations for each child to have a productive, creative, and enjoyable time at pre-school.

Murray Cont.

Preschool: Kids World Preschool

Contact Person: Brandon Francis

Address: 1328 Stern Drive

Phone: (801)243-4991

Notes: Open from 9:15am–11:30am and 12:00pm–2:15 pm

Riverton

Preschool: Small Wonders Preschool--Riverton

Contact Person: Tracy Butterfield

Address: 2332 West 1260 South

Phone: (801)254-3010

Notes: Teaching our future

Preschool: Sunshine Preschool

Contact Person: Vesta Breriton

Address: 1530 West 12600 South

Phone: (801)254-1685

Notes: Open from 9:00am-11:30 am and 12:15 pm-2:45 pm



Preschool: Midas creek Preschool

Contact Person: Jamie Frandsen

Address: 4502 W Spring Park Cir

Phone: 801-369-0376

Preschool: Babes N Tots Care

Contact Person: Alysha Olsen

Address: 2507 W Mont Sur Dr

Phone: 801-900-0269

Salt Lake City

Preschool: Garfield Learning Center

Contact Person: Jeanette Ricci

Address: 429 South 800 East

Phone: (801)243-5690

Notes: Open Mon-Thurs 9:00am-12:00pm and 12:30pm-3:30pm



Preschool: Mckee Preschool

Contact Person: Britta Washburn

Address: 1417 South 100 East

Phone: (801)374-8854

Preschool: Reid Preschool

Contact Person: Ethna Reid

Address: 2965 East 3435 South

Phone: (801)386-7812

Notes: Full day and Half day preschool

Preschool: Community Co-Op Nursery

Contact Person: Angie Chatterton

Address: 569 South 1300 East

Phone: (801)583-5462

Notes: Opens Mon-Thurs 8:30am-3:00pm and Friday 8:30am-11:30pm

Preschool: Rowland Hall preschool

Contact Person: Carol Blackwell

Address: 720 Guardsman Way

Phone: (801)355-2978

Notes: Open from 8:30am -3:30pm



Salt Lake City Cont

Preschool: Wasatch Presbyterian Preschool

Contact Person: Julie Johnson

Address: 1626 South 1700 East

Phone: (801)487-2641

Notes: Open from 8:00am– 3:00pm



Preschool: Canyon Rim Academy

Contact Person: Abraham Shannett

Address: 3005 South 2900 East

Phone: (801)474-2066

Preschool: SLCAP Head Start U of U

Contact Person: Susan Kay

Address: 1037 South 900 West

Phone: 801-587-0334

Preschool: Ana Obeso

Contact Person: Ana Obeso

Address: 650 N 300 W #207

Phone: 928-246-3317

Preschool: Wee Humans

Contact Person: Sarah Humans

Address: 2275 Hollywood Ave

Phone: 8014947894



Sandy

Preschool: Waterford School

Contact Person: Todd Winters

Address: 1480 East 9400 South

Phone: (801)572-1780

Preschool: Segoe Little's Toddler Care

Contact Person: Rachel Skiba

Address: 1909 E Segoe Lily Dr

Phone: 619-251-1966



South Jordan

Preschool: Happy Hands

Contact Person: Natalie Berg

Address: 4144 W Yorkshire

Phone: 801-232-7091

Preschool: Curtis Child Care

Contact Person: Robert Curtis

Address: 4891 Wexford Way

Phone: 801-808-1938

Taylorsville

Preschool: Advantage Preschool

Contact Person: Laura Solomon

Address: 2654 Builders Drive

Phone: (801)964-2889

Notes: Has two schedules call for info. In business over 30 years.

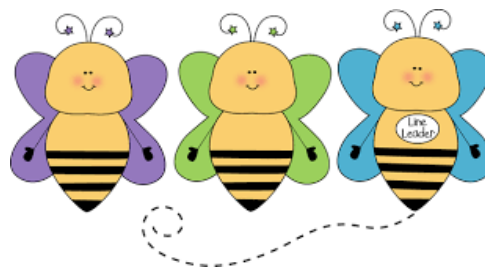


Preschool: Early Scholars

Contact Person: Rebecca Behnin

Address: 4703 S 1175 W

Phone: 801-674-9120



Preschool: Prince of Peace Lutheran

Contact Person: Karla Green

Address: 1441 West Tamarack Road

Phone: (801)261-3808

Notes: Religious. Open form 8:10am–11:30pm

Tooele

Preschool: It's a Good Day Preschool

Contact Person: Karolynn Christiansen

Address: 6035 Bayshore Dr

Phone: 801-510-7645

West Jordan

Preschool: His Kid Preschool

Contact Person: Kathy Cline

Address: 6719 Georgia Drive

Phone: (801)966-0868

Notes: Religious 9:30am-12:00pm

Preschool: Little Learner Academy

Contact Person: Launa Christensen

Address: 8014 S Welby Park Drive Suite #203

Phone: (801)282-3223

West Valley

Preschool: Archimedes Corner

Contact Person: Kendra Smith

Address: 3740 South 4800 West

Phone: (801)520-2533

Notes: Has two schedules call for info



Preschool: Busy Bee Preschool

Contact Person: Valerie Custer

Address: 5415 West 3100 South

Phone: (801)955-4016

Notes: Has two schedules call for info, **MUST BE POTTY TRAINED**

Preschool: IQRA Academy of Utah

Contact Person: Pam Rivas

Address: 3990 South 2700 West

Phone: (801)964-6470

Notes: Open from 8:00 am-3:00 pm

Preschool: Jacque's Preschool

Contact Person: Jacque Jacobs

Address: 2830 West 4700 south

Phone: (801)967-1512



Parent Corner

Signs and symptoms of learning disabilities and disorders

Posted on [October 29, 2012](#) by [helwielhayet](#)

Does your child struggle with school? Does he or she dread reading out loud, writing an essay, or tackling a math problem? While every kid has trouble with homework from time to time, if a certain area of learning is consistently problematic, it might indicate a learning disorder. Our guest expert in education evaluation Lama Bendak, talked about the signs and symptoms of learning disabilities and disorders.

Preschool signs and symptoms of learning disabilities:

- ★Problems pronouncing words
- ★Trouble finding the right word
- ★Difficulty rhyming
- ★Trouble learning the alphabet, numbers, colors, shapes, days of the week
- ★Difficulty following directions or learning routines
- ★Difficulty controlling crayons, pencils, and scissors or coloring within the lines
- ★Trouble with buttons, zippers, snaps, learning to tie shoes



Is your child ready for Kindergarten?

- * Listen to stories without interrupting
- * Recognize rhyming sounds
- * Pay attention for short periods of time to adult-directed tasks
- * Understand actions have both causes and effects
- * Show understanding of general times of day
- * Cut with scissors
- * Trace basic shapes
- * Begin to share with others
- * Start to follow rules
- * Be able to recognize authority
- * Manage bathroom needs
- * Button shirts, pants, coats, and zip up zippers
- * Recognize groups of one, two, three, four, and
- * Begin to control oneself
- * Separate from parents without being upset
- * Speak clearly
- * Speak in complete sentences of five to six words
- * Look at pictures and then tell stories
- * Identify rhyming words
- * Identify the beginning sound of some words
- * Identify some alphabet letters
- * Recognize some common sight words like "stop"
- * Sort similar objects by color, size, and shape
- * Count to ten
- * Bounce a ball

If your child has acquired most of the skills on this checklist and will be at least four years old at the start of the summer **before** kindergarten, they are probably ready for kindergarten.

Read more on Family Education:

<http://school.familyeducation.com/kindergarten/school-readiness/38491.html#ixzz3APRbyl2h>

Developmental Milestones for Preschoolers

Social Development

- Asks for help when they need it.
- Engages in cooperative play with small groups of children frequently.
- Gives attention to stories for 10-15 minutes.
- Says "please" and "thank you" without reminders.
- Joins in mealtime conversations.
- Initiates friendships with peers.
- Plays interactive games.
- Plays with peers with minimal conflict.
- Interacts with adults in a cooperative, socially appropriate manner.
- Asks permission to use items belonging to others.

Communication and Language Development

- Follows 3-step directions without distraction.
- Demonstrates understanding of difference between "is" and "is not" by pointing to objects.
- Uses possessive forms of nouns.
- Uses a series of conjunctions.
- Averages at least five-word sentences in conversations.
- Describes items and/or objects in books.
- Speech is clear and can be understood by others.

Cognitive Development

- Draws suns, animals, trees, flowers, etc.
- Counts to 10 by rote.
- Names picture that has been hidden.
- Comprehends concept of opposites.
- Works a 12-piece (or larger) puzzle.
- Draws a two-part (or three-part) person.
- Counts four or more objects.
- Identifies four colors when named.
- Identifies shapes.
- Extends sentences logically

Physical Development:

Large/Gross Motor Skills

- Balances on one foot for 5-10 seconds.
- Jumps over a stationary rope held 6" above the ground.
- Pedals a tricycle around obstacles and sharp corners.
- Catches a ball in hands, arms flexed.
- Hops around on one foot without support.
- Walks backward.
- Throws a ball with accuracy.

Physical Development: Small/Fine Motor Skills

- Holds paper in place with one hand while writing with the other
- Cuts with scissors along a thick, straight line.
- Draws recognizable pictures.
- Draws or copies shapes.
- Laces shoes or lacing board.
- Cuts with scissors following a simple outline.



Important things to look for:

The National Association for the Education of Young Children (NAEYC) offers a list of 10 things to look for when evaluating a preschool, kindergarten or child care center.

If your child is between the ages of 3 and 6, you might want to consider very carefully whether their learning environment is providing them with what they need to learn at their full potential.

Is Everybody Happy?

Be sure that all the children are occupied at any given moment. A good environment is one where the children spend most of the time playing or working and aren't left to wander aimlessly or sit quietly for too long.

All the Live Long Day

Your child should have access to various activities throughout the day. Be sure the classroom is equipped with building blocks and other construction materials, as well as props for make-believe. Ensure that there are plenty of picture books and materials like puzzles and matching games, so that children are not all trying to do the same thing at the same time. Paints and other art materials should be present.

One on One

It's crucial that teachers work with each child individually, in small groups and with the whole group in appropriate time segments every day. No child should be neglected and the teacher should not be working with the whole group at all times.

Note the Surroundings

A child's surroundings are important. Ensure that your child's classroom is well lit and has good ventilation. It should be decorated with original artwork by the children, along with their own writing and stories (as told by the children and written down by teachers). As much as possible, the work the children produce should be celebrated and put in places of honor.

What are They Teaching Him?

Curriculum is crucial. Your child may be brighter than most, or he may need more attention than most. In a good learning environment this won't matter (except in the cases of gifted or learning impaired children, for whom special arrangements should be made). The curriculum should be adapted for those children who are ahead as well as those who need additional help. Teachers should demonstrate an understanding of the varying rates at which children learn and be able to accommodate at all times.

Ask Around

Take note that other children (and their parents) look forward to school. Ask parents of some of the children there how they feel about the school. Are they secure in sending their child to the program? The children should be happy, if not eager to attend school each day. And take careful note that complaints of feeling sick are not a regular occurrence among the pupils. Also ask if the program is NAEYC accredited. Programs accredited by the National Association for the Education of Young Children are required to complete rigorous evaluation to prove that they meet high standards of excellence in early childhood education.

Play Time, Too

Your child should be part of projects that they put down and take up again. Also, there should be long periods of time to play and explore. In the best classrooms (at this age level) worksheets are used little if at all.

Reading Time

Notice whether the teachers read books to the children. Ideally this should happen one-on-one as well as to smaller and larger groups. It should also take place at different times during the day, not just at a designated group story time.

To get the complete list visit:

http://mathandreadinghelp.org/articles/10_Things_to_Look_for_in_a_Preschool_program.html





What you don't want to see:



✍ Teachers give children tasks that they find boring or too easy—such as gluing precut shapes onto pieces of paper. –OR– Teachers have expectations that are out of line with the children's developmental capabilities— such as expecting a 3-year-old to write his name legibly.

✍ The classroom is disorderly; children wander around, not really becoming involved in activities. –OR– The environment is so rigidly structured that children are not free to explore materials or interact with others. For instance, all the markers and crayons are put away on a high shelf, and the children must ask to use them.

✍ Teachers are inattentive and careless about monitoring children's safety indoors and outdoors. –OR– Teachers are so nervous about safety that children feel constrained. For instance, children are not allowed to ride tricycles around the playground although the track is free of obstacles.

✍ Teachers say they are teaching the children to be independent, when in fact they put them in dangerous situations. (For instance, they allow a 3-year-old to chop vegetables with a sharp knife.) –OR– Teachers do things for children that they could do for themselves, such as pour juice or prepare bread dough, because it is faster and less messy.

✍ Teachers let an activity go on too long, so children become either tired out or bored. OR Teachers jump quickly from one activity to another without sufficient time for transitions, so children become over stimulated and, eventually, exhausted.

✍ Teachers talk a lot to children, but they speak baby talk or ask questions the children can't possibly answer. –OR– Teachers make it clear that they want a quiet classroom, and when children "talk out of turn," teachers get annoyed.

✍ Teachers think of themselves as supervisors and do not get involved with the children's play. Children may repeat the same tasks over and over without the teachers helping them find another interesting activity. –OR– Teachers rigidly control all choices, assigning specific tasks to each child, so children do not have the opportunity to explore new materials and make the mistakes they might learn from.

✍ Teachers spend a lot of time yelling at children who break the rules and punishing "troublemakers." –OR– The teachers don't set clear limits. The classroom is chaotic, and there are no consequences for harmful behavior.

✎ Teachers read stories only occasionally, and always to the whole group. –OR– Children hear stories, but the teachers do not integrate these into the rest of the curriculum; children are not encouraged to talk about or illustrate the stories they have heard.

✎ Teachers feel that they are the experts, and they discourage parents from offering suggestions or visiting the classroom. –OR– Teachers fail to explain classroom situations to parents and give in to parents' demands even when it means going against what they think is best for the children and the group as a whole.

See more at: <http://families.naeyc.org/accredited-article/what-you-do-and-don%E2%80%99t-want-see-preschool-classroom#sthash.YHBASPxf.dpuf>



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