



St. Michael's Play School

PANDRA | RATU



Play With A Purpose



Meet the **Principal**

And the happy children do learn. Every year, without fail. They hold their pencils, they sing, they make friends, they leave us ready for Class I at good schools all over Ranchi. It simply happens in its own order, and it happens sooner when we are not hurrying it.

I should say something to the parents as well, because you are doing something hard. Handing over a small child to people you have only just met is not easy, and the ones who walk away from the gate with a lump in the throat are usually the ones who mind the most. Please know that the crying almost always stops within minutes of you leaving, and that we will tell you honestly if it does not. You are trusting us with the person you love most in the world. We have not forgotten that, and we never will.

So please do not carry a worry on your own. Come and talk to us. We would far rather hear something small from you today than find something big in March.

We are very glad your child is coming to us.

Mrs. Vandana Behl

Founder & Principal
St. Michael's Play School
Ranchi

Some mornings I stand at the gate and watch the children come in, and I can tell you how each one slept.

There is the child who runs ahead and is through the door before the car has parked. And there is the one who holds on to a parent's finger and will not let go until a familiar teacher appears in the crowd. After two decades at this gate I know these children a little before I know their names.

That is most of what my work is. Paying attention.

We opened this school in 2000 with one simple idea. A small child should be happy at school. Not busy, not ahead of anyone, just happy. Everything else we do, sits on top of that, because children who feel safe will try things, and children who try things learn without anybody having to push them.

Parents often come to me worried. My child is not writing yet. My child still cries at the gate. My child's cousin can already count to fifty. I listen, and then I usually say the same thing. These are the early years. There is time. What children need now is to feel loved, to sleep well, to run about in the open, and to know that nobody here is cross with them for being little.

Vice Principal Speaks



There is a moment, usually around October, when a child stops being a new child and just becomes one of ours.

We keep notes on every child. Not marks. Notes. Who has started speaking in whole sentences. Who is ready for a pencil and who needs another month of clay first. Who has been a bit quiet this week, which is usually the most useful thing on the page.

Children do not all arrive at the same place at the same time, and that is not a problem to be fixed. One will read early and take months to make a friend. Another will have the class laughing by December and pick up letters much later. Both are doing well. Most of the worry I hear at a PTM is about a comparison that was never worth making.

Parents ask what children are learning if the morning has gone on sand and songs. Quite a lot, and it is planned. Threading beads builds the hand control handwriting will need next year. Pouring water between jugs is the beginning of measuring. A turn-taking game teaches waiting, which is harder at four than any letter is.

Your child will be known here. Not managed, not counted, known. We work hard at that. Ask me in mid-year how they are getting on and I will not reach for a file. I will already be able to tell you.

Please come and see us often, and thank you for choosing us.

Mrs. Rishika Behl

Vice Principal

CHILDHOOD IS NOT A RACE

**LET THEM GROW
AT THEIR OWN PACE**

Ready to listen

Ready to try

Ready to make friends

Ready to ask questions

Ready to stand on a stage

Ready for the next chapter



OUR VISION

*Learning
Today...
Leading
Tomorrow...*



Creativity

to think beyond
boundaries



Growth

for individual
progress



Experiential

learning for
life's real-world
challenges



Freedom

to make choices
with confidence



Curiosity

for a brighter
future



Nature

for a healthier
planet



Our History

SMPS, Ranchi

In 2000 we opened a small school in an old house of Ratu Road and told parents their children would spend the morning playing.

Few parents liked the sound of it. The city was going the other way. Lessons were starting earlier, homework was arriving younger, and a play school that promised play sounded like one that promised nothing.

We held our ground. The years before formal school are not a waiting room for it. They are when a child learns to concentrate, to share, to speak up, to try something hard without giving up. None of that comes from a book, and none of it can be hurried.

The proof came within a term, and it came from parents. Children who talked at

home about their day. Children who wanted to go to school on a Monday. Children who reached Class I able to sit with a task and get on with it.

Word spread the way it does in Ranchi, from one mother to another at a gate. A second branch opened at Ratu.

We are now one of the oldest play schools in the city. Children we taught in our first years are grown, and some now stand at our gate holding a small hand of their own.



**“A child who is
happy at school
will tell you so
without saying
anything at all.”**





Small Steps
Big Dreams

Our Learning Curve

A curriculum that prepares children for lifelong learning



Everything we do sits in one of six areas. Nothing on the timetable says Early Maths. Most mornings touch four or five of them without anyone noticing.

Language and Reading : Talking first, then listening, then stories and rhymes. Letters come later, and they come more easily to a child who already has plenty to say.

Moving : Climbing, balancing, running and games for the big movements. Clay, beads, threading and pouring for the small ones. Pencil control is the last thing in this list, not the first.

Early Maths : Sorting, stacking, comparing, finding the pattern. A child who has shared out nine biscuits between three friends understands something that no worksheet will teach.

Making Things : Painting, music, movement and pretend play, with no right answer anywhere. Putting an idea into clay is the same thinking that later goes into writing it down.

Looking at the World : Plants, animals, water, weather, and what happens if you mix these two. Mostly it is the habit of asking why, which we try very hard not to tire of.

Getting On With Others : Waiting, sharing, sorting out a quarrel, and coping when things do not go your way. This is the hardest of the six and the one that matters most in Class I.

Our curriculum follows the National Curriculum Framework for the Foundational Stage 2022.

We offer the following programmes :

NURSERY

3 - 4 years

KG

4 - 5 years

PREP

5 - 6 years



Classrooms

Each room belongs to one age group. Shelves, tables and displays are all set low enough for them to reach on their own.



Pretend Play

A shop, a kitchen, a doctor's clinic. Children trying out grown-up roles are learning to talk, share and read a face.



Jungle Display

A nature corner low enough to reach into, so plants and creatures are something children handle, not something they see in a book.



Play Zone

Open ground and play-centre with equipment sized for each age group. Used every day, in all but the worst weather.



Health Camps

Dental and general check-ups on campus with visiting doctors, and the findings sent home to you.



Stage Area

Every child performs. Standing in front of an audience at four makes it ordinary rather than frightening at fourteen.





“From small
beginnings
come great
things.”

Play
Learn
Grow
Together



The Facilities at SMPS, Ranchi

The building matters more than people think. Children get fidgety in small dark rooms. Give them light and space to move about and they settle down. We built both campuses with that in mind.

The classroom is only part of the day. There are separate areas around the school for group work, and a circle area where each class sits together to start and finish the day. Circle time is where children learn to listen to each other and wait for their turn to talk.

The furniture is made for this age and checked for safety. No sharp corners, nothing that tips over, everything at a height they can manage on their own. We check it on a fixed date rather than waiting for someone to report a problem, and anything unsafe comes out straight away.

Every classroom has windows, which means light and air for the children and a clear view in from the corridor for staff.

At both campuses

- ☐ Good light in every room, most of it natural
- ☐ Separate activity areas and a circle area for every class
- ☐ Clean indoor and outdoor areas with plants
- ☐ Child-height furniture, checked regularly
- ☐ Play equipment suited to each age group
- ☐ Bright walls and displays at the children's eye level
- ☐ RO filtered drinking water
- ☐ CCTV in classrooms, corridors, entry points and play areas
- ☐ Public address system
- ☐ Corridors and common areas always supervised
- ☐ AV room with Extramarks digital content

APPROACH

The Play Way Method

Play with a purpose is not a line we made up for a brochure. Everything in the day is there for a reason. The child never needs to know what it is.

That sounds easy. It is not. Free play is much harder to run than worksheets, because a worksheet keeps twenty children quiet and a room full of sand and blocks does not.

So we train our teachers to:

- ❑ **Hold back :** When a tower falls over, let the child build it again. When a child cannot get the lid on the box, wait ten seconds longer than feels comfortable.
- ❑ **Leave well alone :** A child who is properly lost in something should not be moved on because the clock says so.
- ❑ **Watch :** The teacher at the edge of the room, seemingly doing nothing, is usually working hardest.

We go outside every day. Children who have had a good run about, learn better afterwards, and sleep better that night.

Integrated ACTIVITIES

Through the year we plan things that take children out of the ordinary run of the day.

Show and tell, when a child brings something from home and has the floor. Fancy dress. Puppet shows. Cooking days with fireless cooking. Colour days, when everybody wears the same colour and spends the morning finding it. Visitors who talk about their work. Dental and health check-ups. Fruit and vegetable days. Plant-a-seed days, and then the waiting.

We mark Independence Day, Republic Day, Gandhi Jayanti, Birsa Munda Jayanti, Children's Day, Teachers' Day, Mother's Day, Father's Day, Grandparents' Day, Friendship Day, Annual Day and Sports Day, and the festivals of every community in our classrooms.



A SYMPHONY OF TALENT, A CELEBRATION OF DREAMS



Safety & Security at **SMPS, Ranchi**

You are handing over a small child who cannot yet tell you everything about their day. We know what that costs. It is the thing parents worry about most and mention least, and the worry does not fade after the first week. It should not have to.

That is our job, and we treat it as the first one. Everything else we do here, all the play and the painting and the singing, only works because a child feels safe enough to get on with it. So we have set our arrangements out plainly below, and we would rather show them to you than write about them. Please ask to see any of it when you visit. Nothing on this page is off limits to a parent.

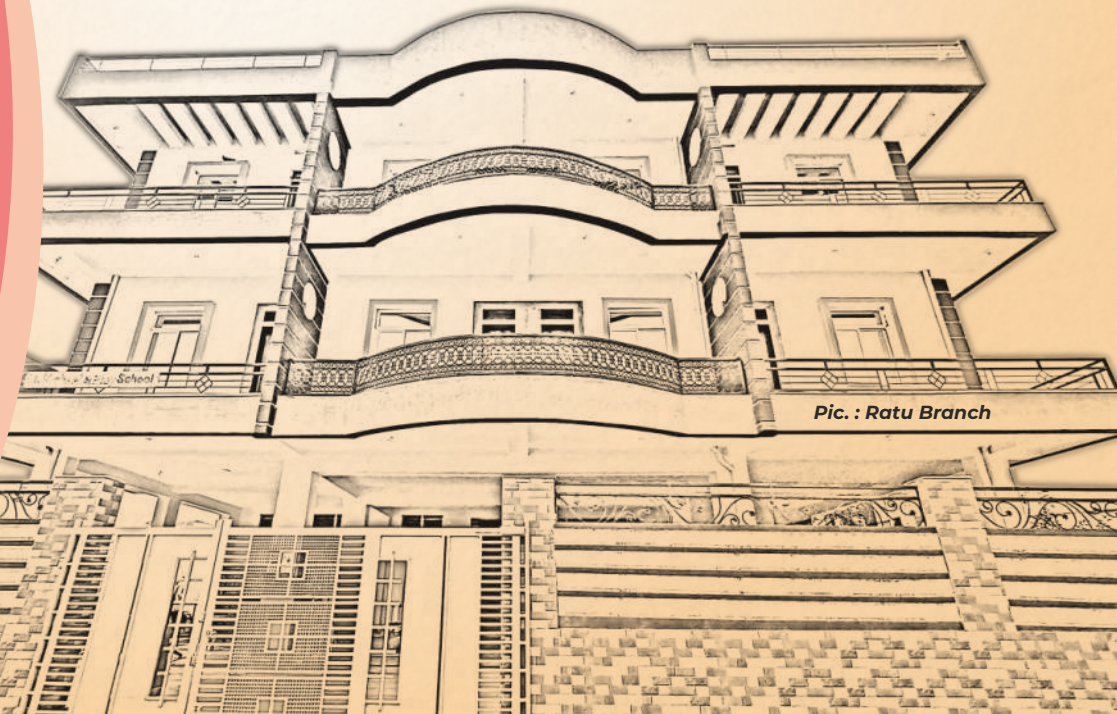
- ❑ **Who comes in :** One entry point, watched through the day. Every visitor signed in and escorted. Nobody reaches the children without passing our staff first.
- ❑ **Who goes out :** Children leave with a parent, or with someone you have named in writing, on production of Parents' ID. No exceptions, and no telephone requests.
- ❑ **Who works here :** Every member of staff is checked before they join, teaching and non-teaching. Female attendants for all washroom supervision.
- ❑ **Watching :** CCTV at the gates, in the corridors, classrooms and play areas. Corridors and common areas supervised at all times.
- ❑ **If something happens :** Staff trained in first aid for young children. A named person you can call. We telephone you the same day about any injury, however small, rather than sending a note home.
- ❑ **Outside the classroom :** Staff go where the children go. On the play equipment, in the garden, on the way to the washroom — supervision does not stop at the classroom door.





Why Families Choose Us?

- ❑ We have been doing this since 2000. One of the oldest play schools in Ranchi, still run by the family that started it. We worked this method out with Ranchi's children, and we have watched them have an edge over the others.
- ❑ The play is planned. Every activity has an objective, and the teacher can tell you what it is.
- ❑ Each age group has its own indoor and outdoor space. Children who can run about settle faster and fight less.
- ❑ Teachers who stay. Several of ours have been here more than ten years. At this age a child's bond with one familiar adult is what makes the whole day work.
- ❑ You will hear from us. Not just at the two meetings a year. If something is worth telling you, we telephone.
- ❑ Two branches, one school. Pandra and Ratu follow the same curriculum, training and safety rules. Choose whichever is nearer home.



Pic. : Ratu Branch

**“There is nothing
on earth more
powerful than a
kid with a dream.”**



SMPS Educators

We choose our teachers for temperament first. Warmth, patience, and real liking for small children. Qualifications matter, but a teacher who is not fond of small children cannot be trained into it.

Training here is not a once-a-year event. The Principal and the Vice Principal run it themselves, through the year, because they are in the classrooms every day and know what each teacher is working on. New teachers finish an induction in our way of working before taking a class on their own. We bring in outside specialists when it helps, and we sit in classes regularly, not to catch anyone out, but because teaching improves fastest when somebody is watching kindly and telling you afterwards what they saw.



Our Teachers

- ❑ Know every child in the room. What settles them, what worries them, what they are working on
- ❑ Ask questions they do not already know the answer to, and wait while the child thinks
- ❑ Let a child struggle a little before stepping in
- ❑ Join the play outside instead of watching from the edge
- ❑ Tell a parent about a small worry early, not a big one late

The following traits are shared by the whole of SMPS staff :

- ❑ Warmth towards every child, on the difficult days as much as the easy ones
- ❑ Patience with a child who is slower to arrive
- ❑ Faith that a child can manage more alone than we expect
- ❑ Respect for a child's own discipline, which is found rather than imposed

**IF YOU CAN
DREAM IT,
YOU CAN DO IT!**



“Let the **child** be
the scriptwriter,
the **director** and
the **actor**
in his own **play.**”



Making the best decision for your child

A Parent Checklist

You will visit more than one school before you decide. These are the questions we would ask if we were choosing for our own child. Please ask them of us as well.

- ☐ Does the school follow the National Curriculum Framework for the Foundational Stage 2022, and can they show you how?
- ☐ How many children to one adult, and is there a second adult in the youngest rooms?
- ☐ How much of the day is spent outdoors?
- ☐ Is there written work for three-year-olds? There should not be. Ask what comes before it.
- ☐ Are children read to every day, and are the books within reach or on a high shelf?
- ☐ What happens when a child is upset, or hits another child? Ask what actually happens, not what the rule book says.
- ☐ How will you hear how your child is getting on, and how often?
- ☐ Can you see the washrooms, and who supervises them?
- ☐ How long have the teachers been at the school?
- ☐ Can you walk through while the children are there, rather than after hours?

Then look at the children's faces. That will tell you more than any brochure, this one included.



झारखण्ड के गौरव, 2026

Presented by - Dainik Bhaskar



Parent Testimonials

Real Voices | Genuine Appreciation



Mrs. Geet Bhardwaj
Mother of Mishika Bhardwaj (Prep)

St. Michael's Play School has made Mishika much more confident in all areas of life. We are thrilled to see her speak in English at home, and to see her becoming more independent. We are highly impressed with the values she is learning. She has become very respectful. We really appreciate the teachers for being caring and approachable, and for taking care of Mishika like a mother. They are true mother teachers. We love how learning is made interesting through activities, stories, games and drawing. Thank you for everything you do for my child.



Mrs. Sakshi Tiwari
Mother of Anaya Dutta (Prep)

Since Anaya began her schooling here she has become more polite, caring and helpful. She uses magic words with everyone around, and expresses herself much better now. Nowadays, whenever she sees a word, she tries to spell and read it, and often asks me what it means. I especially like the way the teachers interact with the children. They make learning fun, and my daughter happily tells me about the things she learnt there. I am thankful to the teachers and the management for their extraordinary efforts.



Mr. Deepak Kumar Prasad
Father of Vedant Prasad (Nursery)

Since Vedant joined the school he has shown remarkable growth in his language, confidence and overall development. He has picked up many new words and phrases, especially Sanskrit mantras, and loves to narrate his day and sing his school rhymes. We are delighted to see him use polite expressions on his own. His curiosity has grown tremendously. Why is the sky blue? Why do we wear shoes? We are truly grateful to the school and teachers for nurturing his growth in such a joyful and encouraging environment.



Mrs. Amanda Nidhi
Mother of Charvi (Prep)

I am extremely delighted that my child is studying at St. Michael's Play School, and amazed to see such a transformation in my daughter. She has developed tremendous self-confidence, has no stage fear, interacts confidently and loves to read. What I admire most is the school's approach of recognising every child's unique talent and giving them the right opportunities to grow. We are extremely happy and satisfied with St. Michael's Play School.





Mrs. Amarjeet Kaur
Mother of Divleen Kaur (KG)

I had received numerous positive remarks about the school from friends and colleagues, and I have personally witnessed a remarkable change in my daughter. She used to be quite shy and hesitant to step out of her comfort zone. The dedicated teachers and supportive atmosphere have completely transformed her. The school has unlocked her hidden potential by encouraging her to take part in stage programmes and other activities. Thank you for creating such a nurturing environment where children can truly discover their potential.



Mrs. Neha Sinha
Mother of Hritvi (Prep)

I am absolutely pleased to see Hritvi blossom at St. Michael's Play School. It gives me immense pleasure to see the transformation in her. She has become more independent, active and enthusiastic about learning new things. I appreciate the school from the bottom of my heart for its warm and nurturing environment, its creative approach to learning, and the individual attention given to every child. The teachers are extremely caring, and the school beautifully balances activities, discipline and moral values.



Mrs. Arpana Raj
Mother of Ayan Raj (Nursery)

My child went through a complete roller coaster of emotions about going to school in those initial days, but he quickly grew to feel like a cherished part of the school family. Thanks to the endless patience of his teachers, his morning reluctance turned into genuine excitement. He now proudly declares, "If I don't go to school, Ma'am will miss me." The most delightful change is his sudden love for storytelling, reciting shlokas, and singing and dancing to bhajans. He has even started refusing home-cooked noodles because "Ma'am said noodles are junk food". A special mention must go to Principal Vandana Behl Madam, whose vibrant energy sets the tone for the entire school. Seeing her at the gate every single day gives us immense peace of mind.



Mrs. Aparna Pandey
Mother of Atharv Sharma (Prep)

St. Michael's Play School's environment is quite vibrant and cheerful, and I have noticed wonderful changes in my child. He has become a problem solver, confident, independent, and eager to learn new things. His communication and social skills have grown too. What I love most is the loving and caring attitude of the teachers towards every child, and how supportive they are with parents as well. I especially appreciate the school's focus on nurturing the whole child, not only academic skills. Thank you for providing motherly love, warmth and a safe environment for my child.





ST. MICHAEL'S PLAY SCHOOL

Play With A Purpose

Since 2000

Pandra Branch

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